

Thinking versus feeling: The effect of perspective taking and empathy on task and
relational conflict perceptions

By
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A Thesis Submitted to
Saint Mary's University, Halifax, Nova Scotia
in Partial Fulfillment of the Requirements for
the Degree of Masters of Science in Applied Psychology (I/O).

August, 2010, Halifax, Nova Scotia

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ISBN: 978-0-494-69910-2
Our file Notre référence
ISBN: 978-0-494-69910-2

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Thinking versus feeling: The effect of perspective taking and empathy on task and relational conflict perceptions

by Kate Calnan

Abstract

The purpose of this study was to examine perspective taking (PT; understanding what others are thinking) and empathy (EC; understanding what others are feeling) as potential antecedents of task and relational conflict perceptions. While completing a challenging, time-pressured group task designed to elicit task conflict, 126 participants in teams of three were primed to either PT, EC, PT and EC, self-focus (first control condition), or were not given a specific prime (second control condition). I expected that task conflict perceptions would be highest in teams primed to PT, followed by the PT and EC, EC, and control conditions, and that this effect would be mediated by cognitive engagement. I expected that relational conflict perceptions would be highest in teams primed to EC, followed by the PT and EC, PT, and control conditions, and that this effect would be mediated by emotionality. Manipulation checks and task and relational conflict outcomes revealed a lack of differentiation between PT, EC, and PT and EC prime groups, such that they perceived similar levels of conflict, but significantly less than individuals in the control conditions. Potential methodological reasons for this lack of differentiation, as well as implications of an other- versus self-focus for group conflict, are discussed.

August, 2010

Thinking versus feeling: The effect of perspective taking and empathy on task and relational conflict perceptions

For many organizations, interdependent work teams are essential for product development and profitability. With more and more organizations employing work teams it comes as no surprise that research has focused on the outcomes of interdependent collaboration. One such outcome is conflict. Definitions of conflict can include behavioural processes (De Dreu & Weingart, 2003; Pondy, 1967) or perceptions within a group (Varela, Burke, & Landis, 2008). The current study defines conflict “as an awareness of antagonism within a group” (Varela et al., 2008, p. 112), and will examine individual conflict perceptions.

Researchers have been examining the effect of conflict for years. Early literature on workplace conflict suggested that conflict was extremely damaging for organizational functioning (Baron, 1985; Pondy, 1967). Specifically, conflict was treated as a phenomenon that impeded communication and cooperation, prompted authoritarian interaction, and activated stereotypes (Baron, 1985). As a result, researchers focused on the antecedents of conflict as well as its resolution to prevent its occurrence or restore a neutral state (Schmidt & Kochan, 1972).

Recent research has since broadened our understanding of conflict to reflect both negative and positive organizational outcomes (De Dreu & Van Vianen, 2001; De Dreu & Weingart, 2003; Jehn, 1995). That is, studies have recently acknowledged beneficial aspects of conflict. Conflict can engender creativity and increase discussion, which, in many cases, leads to preferable outcomes (Sessa, 1996). So how can conflict be both beneficial and detrimental? Jehn (1995) offers a multidimensional view of conflict to

explain its bipolarity. Specifically, Jehn (1995) differentiates between *task* conflict and *relational* conflict, both of which are frequent and occur across a multitude of organizations and work groups (Sessa, 1996).

Often seen as beneficial, task conflict perceptions are associated with increased team performance (Jehn & Mannix, 2001), while perceptions of relational conflict are negative and thought to decrease team performance and group member satisfaction (De Dreu & Van Vianen, 2001; Spector & Jex, 1998). Individuals who engage in perspective taking (i.e. a cognitive understanding of another's experiences; Davis, 1983) seem better able to maintain a task focus in conflict situations (Sessa, 1996) suggesting that perspective taking may relate to perceptions of task conflict. Contrary to this, new and tentative research claims that individuals with greater empathetic tendencies are more likely to retaliate against their partner in a simulated war game (Gilin Oore, Maddux, & Galinsky, 2010). Based on these findings we might expect individuals with greater empathetic concern (i.e. emotional reactivity to the experiences of others; Davis, 1983) to react emotionally in conflict situations, thus triggering perceptions of relational conflict. Therefore, the purpose of this study is to examine the individual and combined effects of perspective taking and empathetic concern on task and relational conflict perceptions. This study will be the first to examine how perspective taking and empathetic concern work in combination to affect perceived task and relational conflict.

Task and relational conflict

As mentioned, perceptions of task conflict (i.e. disagreement regarding task content), can have advantages for team productivity and organizational success by generating innovative, creative ideas (De Dreu, 2008; De Dreu & Van Vianen, 2001;

Jehn, 1995). Moreover, task conflict perceptions are linked to numerous positive functions of conflict such as quality decision-making, increased learning, and improved performance (De Dreu, 2008; Jehn & Mannix, 2001). These outcomes, however, are dependent on specific conditions such as nonroutine tasks (Jehn, 1995), intragroup collaboration (Amason & Schweiger, 1994; Jehn, 1995), and quantity of perceived conflict (De Dreu & Weingart, 2003; Jehn, 1995; Pondy, 1967). When these conditions are not met task conflict can lose its positive function leading to negative performance outcomes. Therefore, under the right circumstances, perceptions of task conflict have the potential to lead to advantageous outcomes thereby increasing team success (De Dreu & Weingart, 2003). The current study aims to elicit beneficial task conflict perceptions by having participants collaborate on nonroutine tasks designed to create enough task conflict to spark discussion but not so much that it prevents participants from progressing through the tasks.

In contrast, relational conflict is defined as “interpersonal incompatibilities,” (Jehn, 1995, p. 258) and is universally detrimental to team productivity and member well-being (De Dreu & Van Vianen, 2001; Jehn, 1995). Individuals may perceive relational conflict in response to pre-existing attitudes or stereotypes, or as a result of over-personalizing task conflict (Ensley, Pearson, & Amason, 2002). This suggests that some individuals who perceive relational conflict may be interpreting disputes regarding task content as interpersonal critiques. Turnover, absenteeism, dissatisfaction, and loss of productivity are among several outcomes associated with relational conflict (Ayoko, Callan, & Hartel, 2003; De Dreu & Van Vianen, 2001; Spector & Jex, 1998).

In sum, perceptions of task conflict can have a positive organizational function, while perceptions of relational conflict are unfavourable and pernicious to team performance. Accordingly, I propose in this research that a key to improving team performance is encouraging productive task conflict while discouraging unproductive relational conflict. This, however, is easier said than done as task and relational conflict perceptions tend to occur simultaneously (De Dreu & Weingart, 2003; Ensley et al., 2002). Having reviewed 31 studies, in which both task and relational conflict were assessed, De Dreu and Weingart (2003) found that task and relational conflict were positively correlated in every study. The association ranged from moderate to very high, suggesting the initial perception of one type of conflict frequently leads to the other. As a result, in terms of performance, organizations may not reap the full benefits that task disagreement can produce (e.g. creativity, enhanced discussion, increased performance). Therefore, to prevent their co-occurrence by discouraging the detrimental relational conflict, it is necessary to decipher their individual antecedents. Specifically, I looked for personal qualities, state or trait that might help individuals remain either task focused and cognitively grounded leading to task conflict, or qualities that might spark emotional reactivity thus creating relational conflict perceptions.

Antecedents of Conflict

There is one multifaceted trait that has direct implications for conflict perceptions, that is empathy. Characterized as a global concept, empathy incorporates both *instinctive* and *intellectual* properties (Smith, 1759; Spencer, 1870). Instinctive or emotional empathy is defined as “a quick, involuntary, seemingly emotional reaction to the experiences of others”, while intellectual or cognitive empathy is defined as “the ability to

recognize the emotional experiences of others without any vicarious experiencing of that state” (Davis, 1980, p. 3; Smith, 1759). That is, instinctive empathy is seen as an emotional responsiveness whereas intellectual empathy is viewed as a cognitive understanding. Further partitioning empathy, Davis (1980) has since developed a comprehensive measure in which he assesses four distinct factors: personal distress (experiencing feelings of “discomfort and anxiety” when observing negative events, p.6), fantasy (tending “to identify strongly with fictitious characters...” p.6), perspective taking (PT; having the cognitive capacity to see things from another’s point of view) and empathetic concern (EC; emotionally connecting with another). Of these factors two directly relate to Smith’s (1759) original dichotomization. Specifically, perspective taking and empathetic concern enable the unique assessment of both cognitive and emotional empathy.

Using these constructs research, has supported the notion that our ability to understand cognitively and emotionally relate to others heavily influences our decisions and performance outcomes (Jehn, 1995; Sessa, 1996). Known to elicit intellectual and objective understanding when viewing conflict, perspective taking in particular is advantageous in problem solving and negotiation tasks (Galinsky, Maddux, Gilin, White, 2008). This may be due to a cognitive flexibility (i.e. a multidimensional way of thinking, Tetlock, Skitka, & Boettger, 1989) inherent to perspective takers. Employing this cognitive flexibility further allows perspective takers to examine alternative mindsets with which the perspective taker may or may not agree (Tetlock et al., 1989), overcoming personal biases and stereotypical attitudes (Moore, 2005). Thus PT has been deemed an asset to social functioning. This is further supported by the correlations between

perspective taking, extroversion, and lower neuroticism (Davis, 1983). That is, extroversion is advantageous for socially interactive jobs (Barrick & Mount, 1991) while higher neuroticism is associated with relational conflict (Bolger & Zuckerman, 1995). Therefore, it stands to reason that PT would demonstrate beneficial qualities in interactive conflict situations, in turn reducing perceptions of relational (i.e. detrimental) conflict.

Sessa (1996) found exactly this. In a study of work teams in which perspective taking was examined as a conflict management tool, findings illustrated that teams who were dispositionally high on PT tended to perceive greater task conflict and minimal relational conflict (Sessa, 1996). This suggests that PT not only increases task conflict, promoting productive work habits, but also that it deters relational conflict, minimizing interpersonal issues. The reason for this could be a cognitive engagement inherent to perspective takers. In other words, perspective takers may stay cognitively focused on task related issues as opposed to interpersonal incompatibilities. This notion is supported in the literature. In conflict situations, perspective takers tend to maintain a task focus (Richardson, Hammock, Smith, Gardner, and Signo, 1994; Sessa, 1996). Due to the ability to understand others' perspectives, perspective takers should perceive intragroup disagreement as task conflict as opposed to relational conflict.

Contrary to perspective taking, empathetic concern is correlated with an immense and powerful array of emotions (Davis, 1983; Eisenberg, Fabes, Murphy, Karbon, Maszk, Smith et al., 1994; Okun, Shepard, & Eisenberg, 2000). EC has historically been viewed in a positive light, as empathic tendencies often correlate with many socially desirable behaviours, such as altruistic and helping (Batson, 1991, Batson & Oleson, 1991, Mehrabien & Epstein, 1972). Recent studies, however, have begun to suggest that

empathetic concern may be a liability in certain high-pressured situations. In a conflict study in which participants were frequently attacked by their opponents, Gilin Oore et al. (2010) found that high empathetic concern predicted increased retaliation. More specifically, this new and tentative finding found that individuals with high levels of empathetic concern demonstrated more aggression and less cooperation, resulting in less gain for both parties (Gilin Oore et al., 2010). Considering Eisenberg's et al. (1994) findings that EC is associated with emotionality, Gilin Oore et al. (2010) proposed that the increased retaliation could be due to a greater emotional responsiveness in reaction to the perceived emotions of others. Never before studied, one of the main goals of the current research is to test the potentially detrimental role of empathetic concern in high pressured, non-routine conflict situations. That is, this study aims to examine links between empathetic concern, emotional reactivity, and perceptions of relational conflict in high-pressured situations. Existing operationalizations suggest a potential association. For example, Davis' (1983) definition of affective empathy as an involuntary emotional reaction to the experiences of others, suggests individuals exhibiting greater empathic tendencies may be more likely to be involuntarily emotionally responsive.

Suls, Martin, and David (1998) and Van Kleef, De Dreu and Manstead (2004) point out that emotions are inherent to relational conflict and negotiation, with emotional reactions being especially common in response to interpersonal issues. Moreover, Antonioni (2002) suggests that when dealing with relational conflict individuals must stabilize their emotions so not to spur the conflict further. Tone of voice, facial expression, and persistent disagreement may increase emotionality in both task and relational conflict situations (Yang & Mossholder, 2004). Therefore, the current study

further aims to show that by reigning in emotional responsiveness individuals may be better able to maintain focus on task disagreements keeping relational conflict at a minimum. Moreover, given the emotional nature of empathetic concern (Eisenberg et al., 1994) this study also hopes to demonstrate that individuals who do not suppress their emotional tendencies cognitively (i.e. individuals lacking PT) will further perceive relational conflict, thus inhibiting team performance. That is, I expect individuals who perspective take and empathize will repress emotionality while maintaining a cognitive task focus, thus limiting, but perhaps not fully deterring perceptions of relational conflict. This expectation is supported by Eisenberg et al. (1994) who claims PT is related to emotional control. Furthermore, Richardson et al. (1994) state that when in physically or verbally confrontational situations, individuals who PT maintain task focus.

Overview and Purpose

In sum, the purpose of this study is to examine PT and EC in relation to individuals' perceptions of task and relational conflict. To establish casual support, an experimental study was devised. Perspective taking and empathy are manipulated via situational primes in a team-based laboratory in-basket task designed to elicit task conflict perceptions. Past research has demonstrated the effectiveness of situational primes. Specifically, Galinsky et al., (2008) successfully manipulated PT and EC in a team based negotiation study. Results indicated that the primes elicited the same pattern of results as trait assessments¹. Therefore, my aim is to show how primed perspective taking and empathy combine to influence conflict perceptions as well as to investigate the hypothesized underlying mechanisms accounting for the expected effects. It is important to note that this is the first study to examine the interplay between different combinations

of PT and EC, enabling a unique perspective of how these constructs interact to influence conflict perceptions.

Examining the interplay between PT and EC, I expect to show that individuals primed to perspective take will perceive more task conflict and less relational conflict than those primed to demonstrate empathetic concern (and vice versa). Further, I hope to show that high levels of perspective taking increase cognitive engagement and inhibit emotional responsiveness, causing perceptions of greater task conflict. On the other hand high levels of empathetic concern, in the absence of perspective taking (i.e. emotional control), should enable emotional responsiveness thus inducing perceptions of relational conflict. Exact hypotheses for the current study are context specific such that they require certain conditions (e.g. collaboration, irregular activities) be met in order to inherently evoke task conflict perceptions within the group enabling the assessment of conflict as a function of state PT and/or EC. Moreover, understanding the primed conditions is a key to comprehending the specific predictions; therefore, exact hypotheses are not presented until the following section.

Methods

This study was designed to investigate the combined effect of PT and EC on task and relational conflict. Specifically, this study tested how PT, EC, and their interaction influenced individual perceptions of task and relational conflict when in a high-pressure situation.

Design and Participants

I conducted a one-way 5-group experimental design using a convenience sample of 126 undergraduate students from Saint Mary's University (83 woman, 43 men). The

average age of participants was 20.95 years ($SD = 3.12$). Participants were randomly assigned to 42 triads, then to one of five conditions in which I primed perspective taking (or not) and empathy (or not). More specifically, participants were primed to perspective take and empathize (high PT/high EC), perspective take only (high PT/neutral EC), or empathize only (high EC/neutral PT). Studies have shown the effectiveness of situational manipulations of PT and EC with primes eliciting the same pattern of results as trait assessments (Galinsky et al., 2008)¹. The following primes were slightly revised from Galinsky et al. (2008).

Participants primed to both perspective take and empathize received the following instructions:

In preparing for the in-basket and during the in-basket, take the perspective of your group members. Try to understand what they are *thinking* and *feeling*, how they may be *perceiving* and *understanding* the tasks for the job of camp coordinator, and what *emotions* they may be experiencing in working through the tasks. Try to imagine what you would be *thinking* and how you would be *feeling* if you were in their position.

Participants primed to perspective take only were told:

In preparing for the in-basket and during the in-basket, take the perspective of your group members. Try to understand what they are *thinking*, and how they may be *perceiving* and *understanding* the tasks for the job of camp coordinator. Try to imagine what you would be *thinking* in their position.

And, participants in the empathize only condition were told:

In preparing for the in-basket and during the in-basket, take the perspective of your group members. Try to understand what they are *feeling*, what *emotions* they may be experiencing in working through the tasks for the job of camp coordinator. Try to imagine what you would be *feeling* in their position.

Participants in the control conditions either received no prime (neutral PT/neutral EC) or were instructed to self-focus (no PT/no EC). Given the nature of the primes, I felt it was important to include two control conditions, one in which a prime was absent and

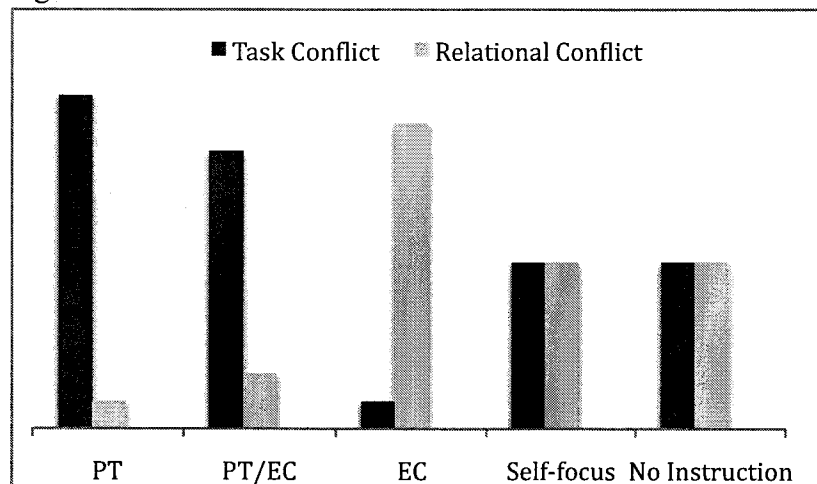
the other in which participants would be instructed to think in the opposite direction (i.e. to self-focus as opposed to concentrating on their group members). A total absence in prime could result in dispositional traits dictating intergroup behaviours, therefore, directing individuals' attention toward themselves may help to deter any and all perspective taking or empathizing. As a result, those instructed to self-focus were told:

In preparing for the in-basket and during the in-basket, take the exercise seriously. Think about what it would be like if you really were applying for the job of camp coordinator. Think about what it would be like to be that person. Imagine what it would feel like to be in that position.

Hypotheses

Hypotheses for the current study are specific to a situation that incorporates intergroup collaboration on irregular, nonroutine tasks, under which conflict is known to be beneficial. Under these circumstances I am able to offer predictions pertaining to individual perceptions of conflict as a function of the primed combinations. To facilitate understanding of these hypotheses Figure 1 illustrates the proposed effects of PT and EC on task and relational conflict perceptions.

Figure 1.



Said to encompass emotional control (Eisenberg et al, 1994), perspective taking has been linked to increased perceptions of task conflict and decreased perceptions of relational conflict when used as a conflict management tool (Sessa, 1996). This may be due to a cognitive engagement in the task inherent in perspective takers. Specifically, Sessa (1996) suggests individuals who perspective take tend to maintain a task focus in conflict situations. Moreover, to minimize relational conflict Antonioni (2002) claims individuals must stabilize their emotions. Therefore, perspective taking should allow individuals to repress emotional responsiveness (i.e. empathetic tendencies) by maintaining a cognitive engagement to the task, thereby reducing relational conflict. As a result, I expect individuals primed to perspective take will be more focused on task related issues, as opposed to interpersonal incompatibilities, increasing perceptions of task conflict, while limiting perceptions of relational conflict.

On the other hand, empathetic concern is often associated with emotionality (Eisenberg et al., 1994). Defined as an emotional reactivity to the experiences of others (Davis, 1983; Stotland, 1969), empathetic concern reduces cooperative efforts and increases retaliation in high-pressured conflict situations (Gilin Oore et al., 2010). Studies have shown that emotional reactions are a common response to interpersonal issues (Suls et al., 1998) therefore, providing support for an expected association between empathetic concern and relational conflict. Moreover, lacking cognitive engagement to the task, I believe individuals primed to empathize may perceive task disagreements as interpersonal incompatibilities leading to perceptions of relational conflict. In addition, individuals demonstrating empathetic concern, but lacking perspective taking should be unable to

suppress their emotional tendencies cognitively thus triggering further perceptions of relational conflict. Therefore, as illustrated in figure 1, I predict the following:

Hypothesis 1: Task conflict perceptions will be highest for individuals primed to perspective take, followed by individuals primed to perspective take *and* empathize, followed by individuals primed to empathize only.

Hypothesis 2: Relational conflict perceptions will be highest for individuals primed to empathize, followed by individuals primed to perspective take *and* empathize, followed by individuals primed to perspective take only.

Research has shown that self-focused individuals are less likely than perspective takers to reach a deal when completing a negotiation task (Galinsky et al., 2008).

Therefore, when in a conflict situation, I expect that self-focused individuals would in fact perceive conflict, but the extent and type of conflict could vary. Lacking the cognitive control associated with PT, I expect that self-focused individuals will perceive less task conflict than perspective takers, but more than empathizers. Moreover, lacking the emotionality affiliated with EC, I further expect self-focused individuals to perceive more relational conflict than perspective takers, but less than empathizers. In sum, as illustrated in Figure 1, conflict perceptions for self-focused individuals should occur somewhere in between those for individuals high and low on perspective taking and empathetic concern.

As discussed earlier, perspective taking is an intellectual process (Davis, 1980) encompassing emotional control and task focus (Eisenberg et al., 1994). This could be due to an increased cognitive engagement in the task. As a result, individuals who perspective take should reign in emotional reactivity based on the extent to which they remain cognitively engaged throughout the in-basket. Compared to empathetic concern, which elicits emotionality, I expect cognitive engagement to be highest for individuals

primed to perspective take. Moreover, I predict that cognitive engagement in the task allows perspective takers to focus on task content thus increasing perceptions of task, as opposed to relational, conflict. Therefore, I hypothesize the following:

Hypothesis 7: Cognitive engagement in the task will mediate the effect of PT on perceived task conflict.

Emotions are inherent to interpersonal issues (Suls et al., 1998). Clearly affiliated with emotionality, I expect EC to correlate with interpersonal (i.e. relational) conflict. This link, however, seems to be dependent on an emotional responsiveness. Specifically, the very definition of empathetic concern suggests its association with emotional reactivity on the task. That is, for empathetic individuals to perceive relational conflict I expect that they will react emotionally when faced with task conflict such that they may over personalize content disagreements. Therefore, individuals displaying greater emotional reactivity may be more likely to perceive relational conflict. As a result I expect emotional reactivity to be highest for individuals primed to empathize. Therefore I offer my final hypothesis:

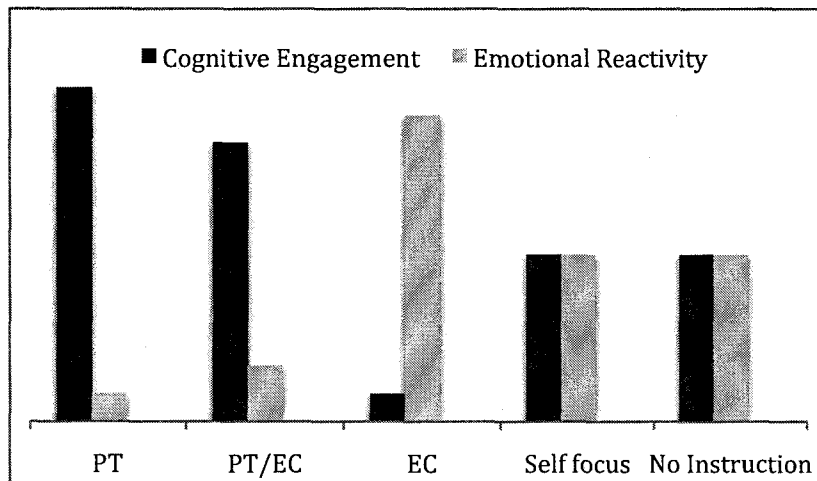
Hypothesis 8: Emotional reactivity will mediate the effect of EC on perceived relational conflict.

Based on the mediations proposed above Figure 2 illustrates the expected effects of each experimental condition on cognitive engagement and emotional reactivity.

No hypotheses were offered for the ‘no prime’ condition. It was not entirely clear how these individuals would respond. Given Sessa’s (1996) findings on dispositional perspective taking (i.e. individuals dispositionally high on PT experienced task conflict while minimizing relational conflict), it may be that participants who receive no instruction will respond in accordance to their dispositional traits. Unlike the treatment

conditions, however, in which each member of the triad is primed in the same direction, this would allow for all potential combinations of PT and EC to occur within the same group. For this reason outcomes could be variable and predictions were not made.

Figure 2.



In addition to task and relational conflict several secondary outcomes were also assessed (i.e. performance, satisfaction, and liking). Although no formal hypotheses are offered, I expect that perspective taking will cause increased performance and greater satisfaction and liking, while empathetic concern will cause decreased performance, satisfaction, and liking.

Tasks

Once participants were primed (or not), triads were instructed to *jointly* complete a timed in-basket as part of a mock job share program. More specifically, participants were told they were applying for one of three SMU Camp of Champions coordinator positions. To increase realism and student engagement the mock job-share program was modeled from an existing campus organization. The in-basket contained budgeting,

scheduling, creativity, and problem solving tasks. I hoped that having participants jointly conduct complex, time-pressured, and normally solitary tasks of this nature would inherently evoke task conflict within the triad. To encourage further perceptions of task conflict time pressure was imposed. Performance was based on the number of tasks completed (out of 4) and the quality to which they were completed (passable or not). An additional incentive (i.e. an extra entry into the draw for \$100) was awarded to those teams who completed all tasks at a passable quality in fewer than 35 minutes.

To ensure engagement, all triads were told their performance would be publicly discussed at the end of the in-basket, with financial incentives for better performance.

Incentives

Given the nature of this study, individual participation in the group was crucial. Therefore, for their participation in my study each participant received 3 bonus points towards a psychology course of their choosing in addition to an entry to one of several draws for cash prizes of \$100. Groups who completed the tasks in fewer than 35 minutes received an additional entry for the draws. This stems from Shamir's (1990) research finding that in response to calculation (i.e. the expectation of a reward for group performance) individuals will be motivated to participate and contribute to group tasks.

Pretest

One week prior to the main experiment participants completed a 110-item paper and pencil questionnaire designed to assess their dispositional traits. Measures included individual levels of dispositional perspective taking and dispositional empathy, the Big 5 personality characteristics, and narcissism. The latter two were included as potential covariates. The main objective of this pretest was to obtain dispositional PT and EC

assessments, however to mask this objective and add volume to the primary measure, all four subscales (i.e. perspective taking, empathetic concern, fantasy, and personal distress) of the Interpersonal Reactivity Index (Davis, 1983) were added. These measures were assessed prior to the experimental condition to avoid intentional homogenous responding on both trait (pre-test) and state (post-test) perspective taking and empathy. Demographic information was also assessed (i.e. gender, age, race, and education).

Posttest

Upon completion of the in-basket, performance scores were generated and participants were asked to complete a 40-item follow up questionnaire designed to assess post task conflict perceptions, state perspective taking and empathy, task specific cognitive engagement and emotional reactivity, overall group satisfaction, and group member liking.

Measures

Dispositional perspective taking was measured using a 7-item subscale of the Interpersonal Reactivity Index (Davis, 1983). Responses were based on a 5-point Likert-type scale (1=Does not describe me at all; 5=Describes me very well). Participants were asked to rate their beliefs and behaviour based on given statements (e.g. “I believe that there are two sides to every question and try to look at them both”; see appendix A, page 61). Higher scores indicated an individual is better able to take the perspectives of others. The scale was internally consistent ($\alpha = .72$), with all item-total correlations above $r = .37$.

Dispositional empathetic concern was measured using a 7-item subscale of the Interpersonal Reactivity Index (Davis, 1983). Responses were based on a 5-point Likert-

type scale (1=Does not describe me at all; 5=Describes me very well). Participants were asked to rate their feelings or behaviour based on given statements (e.g. “I am often quite touched by things that I see happen”; see appendix A, page 61). Higher scores indicated higher empathy. The scale was internally consistent ($\alpha = .79$), with all item-total correlations above $r = .29$.

Task conflict was assessed using a slightly revised version of Jehn’s 4-item Intragroup Conflict subscale (Jehn, 1995). Items were revised to reflect opinions towards group members as opposed to work units. Responses were based on a 5-point Likert-type scale (1=none at all; 5=a lot). Participants were asked to rate the frequency and quantity of their perceived task conflict among group members for the current tasks (e.g. “How frequently were there conflicts about ideas in your group?” and “How much conflict about the work you did was there in your group?” (See appendix D, page 87). Higher scores indicated more perceived task conflict. The scale was internally consistent ($\alpha = .86$), with all item-total correlations above $r = .66$.

Relational Conflict was measured using Jehn’s 4-item Intragroup Conflict subscale (Jehn, 1995). Responses were based on a 5-point Likert-type scale (1=none at all; 5=a lot). Participants were asked to rate the frequency of their perceived relational conflict among group members (e.g. “How much emotional conflict was there among members in your group?” (See appendix D, page 87 for additional items.) Higher scores indicated more perceived relational conflict. The scale was internally consistent ($\alpha = .83$), with all item-total correlations above $r = .51$.

Cognitive engagement. Seven items were developed to assess participants’ cognitive engagement. Responses were based on a 7-point Likert-type scale (1 = strongly

disagree, 7 = strong agree). Participants were asked to rate the extent to which they agree or disagree with each statement when thinking about the current tasks. An example item is “I looked at everything rationally.” (See appendix D, page 88 for additional items.) Higher scores indicating greater cognitive engagement. The scale was internally consistent ($\alpha = .74$), with all item-total correlations above $r = .30$.

Emotional reactivity. Seven items were developed to assess participants’ emotional reactivity during the tasks. Responses were based on a 7-point Likert-type scale (1 = strongly disagree, 7 = strong agree). Participants were asked to rate the extent to which they agree or disagree with each statement. An example item is “I felt the group was against me personally.” (See appendix D, page 89 for additional items.) Higher scores indicating greater emotional reactivity. The scale was internally consistent ($\alpha = .87$), with all item-total correlations above $r = .51$.

Narcissism was assessed using a 16-item modified version of the Narcissism Personality Index (Raskin & Terry, 1988). Participants were asked to rate their behaviours and attitudes towards the given statements. An example item is “I like to take responsibility for making decisions” (Raskin and Terry, 1988; see appendix A, page 63 for additional items). Responses were based on a 7-point Likert-type scale (1=Strongly Disagree; 7=Strongly Agree) with higher scores indicating greater narcissism. The scale was internally consistent ($\alpha = .78$), with all item-total correlations above $r = .16$.

Liking was assessed using a slightly revised 5-item version of Rubin’s (1973) liking scale. Items were revised to reflect opinions towards group members as a whole as opposed to one partner. Participants were asked to rate the extent to which they perceive their group members as being likeable individuals (e.g. “Most people would react

favourably to the other members of the group after a brief acquaintance” changed from “Most people would react favourably to the other participant after a brief acquaintance”; see appendix D, page 90 for additional items). Responses were based on a 7-point Likert-type scale (1= strongly disagree, 7=strongly agree). Higher scores indicated greater liking. The scale was internally consistent ($\alpha = .84$), with all item-total correlations above $r = .49$.

Satisfaction. Four items were developed to test group member satisfaction.

Participants were asked to rate their satisfaction with their group as a whole, the quality of work produced, their group members’ performance, and their group members’ participation. An example item is “How satisfied were you with your group members’ participation”. (See appendix D, page 91 for additional items.) Responses were based on a 5-point Likert type scale ranging from 1 (very unsatisfied) to 5 (very satisfied). Higher scores indicated greater satisfaction. The scale was internally consistent ($\alpha = .88$), with all item-total correlations above $r = .66$.

Personality characteristics were assessed using the NEO-FFI personality inventory. The NEO-FFI is a revised 60-item version of Costa and McCrae’s (1992) 240-item NEO Personality Inventory. The NEO-FFI measures five major domains of personality: Openness to experience, Agreeableness, Extraversion, Conscientiousness, and Neuroticism. Each domain is represented by a 12-item subscale. All responses were based on a 5-point Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Participants were asked to rate the extent to which they agree or disagree with behavioral statements pertaining to each personality domain. An example item includes “I am not a worrier”. (See appendix A, page 57 for additional items.) Higher scores reflected

an increased display of the trait. The Openness to Experience and Agreeableness subscales were moderately internally consistent ($\alpha = .68$, $\alpha = .73$, respectively) with all item total correlations above $r = .08$; while the Extraversion, Conscientiousness, and Neuroticism subscales demonstrated higher internal consistency ($\alpha = .79$, $\alpha = .83$, $\alpha = .83$, respectively) with all item-total correlations above $r = .16$.

Manipulation checks. In total, nine items were developed to assess the manipulations. Every participant was asked to rate all nine items. Three items were developed to measure state perspective taking. Participants were asked to rate the degree to which they actively engaged in perspective taking throughout the tasks. An example item is "During the in-basket I was able to understand what my group members were thinking" (see appendix D, page 92). Responses were based on a 7-point Likert-type scale (1 = strongly disagree to 7 = strongly agree) with higher scores indicating a more successful manipulation (i.e. increased perspective taking). The subscale was internally consistent ($\alpha = .82$) with all item-total correlations above $r = .63$. Three items were also developed to assess state empathetic concern. Participants were asked to rate the degree to which they actively thought about their group members' feelings and emotions throughout the task. An example item is "Throughout the tasks I imagined how I would be feeling if I were in my group members' positions" (see appendix D, page 92). Items were assessed using a 7-point Likert-type scale (1 = strongly disagree to 7 = strongly agree). Higher scores indicated greater empathetic concern. The subscale was internally consistent ($\alpha = .85$), with all item-total correlations above $r = .70$. Lastly, three items were developed to assess the self-focus prime. Participants were asked to rate the degree to which they focused on their own role in preparing for and during the task. An example

item includes “I went about the tasks as if I were actually applying for the job of camp coordinator” (see appendix D, page 92). Items were assessed using the same rating scale as state PT and EC. Higher scores indicated greater self-focus (i.e. a stronger priming effect). The subscale was internally consistent ($\alpha = .78$), with all item-total correlations above $r = .61$.

In-basket performance. The in-basket contained four tasks: a scheduling, budgeting, problem solving, and creativity task (see Appendix C, pages 76, 78, 80, 82, respectively). Groups were given the option of completing the tasks in any order they desired. The scheduling task required participants to schedule field time for each sport based on age, part-time or full-time status, team size, and dates of attendance. A score out of five was assigned using an objective scoring key (see Appendix C). That is, one point was given for each criterion (out of five) passed (yes/no). An example criterion is “Were sport teams scheduled on the appropriate days?” (see Appendix C for other criteria).

The budgeting task required participants to plan the annual summer BBQ. Specifically, participants had to complete a food order form taking into account the number of attendees, dietary restrictions, and camp discounts. One point was given for each criterion (out of six) passed (yes/no). An example criterion is “Did they come in on budget?” (see Appendix C for other criteria).

The problem solving task required participants to jointly resolve a disciplinary conflict. That is, participants were given an overview of a conflict situation involving two campers. Groups were asked to identify the key issues and explain how they would handle the situation as camp coordinators. One point was given for each criterion (out of

five) passed (yes/no). An example criterion is “Did they identify the two main issues?” (see Appendix C for other criteria).

The creativity task required participants to develop a brief radio advertisement. Specifically, participants were asked to write a 25 second advertisement that appealed to parents and youth and that highlighted at least three aspects of the camp. One point was given for each criterion (out of three) passed (yes/no). An example criterion is “Is the ad 25 seconds in length?” (see Appendix C for other criteria). These scores were totaled so that groups received an overall performance score out of nineteen. In addition time to completion was also recorded for each group. Groups were given a total of 45 minutes to complete the in-basket. If they did not finish in this time period their materials were taken at the 45-minute mark.

Results

Before proceeding with the data analysis all variables were screened for possible code and statistical assumption violations, as well as for missing values and outliers. Due to the fact that participants were required to work interdependently in groups of three, the assumption of independence was violated. A missing values analysis (MVA) indicated less than 5% of data were missing across all variables. Five univariate outliers were present, however, none were considered extreme or unusual enough to require action. Multivariate outliers were screened by computing Mahalanobis distance for every case on each continuous variable. None were detected ($p > .001$).

Main Analyses

A one-way 5 group between-subjects analysis of variance (ANOVA) testing for differences in mean task conflict scores based on the prime conditions (i.e. PT/EC; PT

only; EC only; Self-focus; and No Instruction) was conducted to test Hypotheses 1, 4, and 6. The ANOVA indicated task conflict perceptions were significantly different across prime conditions, $F(4, 121) = 4.70, p < .001$, partial $\eta^2 = .14$. However, by and large, the pattern of means (see Table 1) was not as hypothesized. Post hoc tests were used to determine the specific pattern of results. Specifically, Fisher's least significant difference test was used. Given sample size restrictions this test was chosen because it is a more liberal test and has a reasonable degree of power. It should be noted, however, multiple tests were conducted and even the most conservative of the post hoc tests did not change the outcomes.

First, task conflict perceptions did not significantly differ between PT and EC groups (i.e. Hypothesis 1). A LSD post hoc test ($p < .05$) revealed individuals primed to PT ($M=1.64, SD = .65$) did not perceive more task conflict than individuals primed to EC ($M=1.68, SD = .60$). Hypothesis 4, was also not supported. Individuals primed to PT and EC ($M=1.56, SD = .66$) did not significantly differ in their perceptions of task conflict, from those primed to PT only ($M=1.64, SD = .65$). No support was found for hypothesis 6. Individuals primed to PT and EC ($M=1.56, SD = .66$) did not perceive more task conflict than individuals primed to EC only ($M=1.68, SD = .60$). These results demonstrate a lack of differentiation between PT and EC groups and task conflict perceptions. The fact that no significant differences were found among any of the treatment groups also suggests that individuals may not have maintained a task focus (i.e. a cognitive engagement to the task) and therefore did not reign in the emotional responsiveness of EC.

On the other hand, substantial differentiation was found between individuals primed to self-focus and those primed to PT and/or EC (see Table 1). More specifically, individuals who were primed to self-focus ($M=2.25$, $SD = .67$) and who were given no instruction ($M=1.97$, $SD = .73$) experienced significantly more task conflict than individuals primed to PT and EC ($M=1.56$, $SD = .66$). Furthermore, individuals primed to self-focus ($M=2.25$, $SD = .67$) also experienced significantly more task conflict than those primed to PT only ($M=1.64$, $SD = .65$) and empathize only ($M=1.68$, $SD = .60$).

Table 1.

Mean Scores and Standard Deviations for Measures of Task Conflict as a Function of Prime

<i>Group</i>	<i>Task Conflict</i>	
	<i>M</i>	<i>SD</i>
PT/EC	1.56	.66
PT	1.64	.65
EC	1.68	.60
Self-Focus	2.25 ^a	.67
No Instruction	1.97 ^b	.73

a. Mean is significantly higher than PT/EC; PT; and EC conditions

b. Mean is significantly higher than PT/EC condition

To test Hypotheses 2, 3, and 5, I conducted another one-way, five group between-subjects ANOVA, this time testing for differences in mean relational conflict scores based on the prime conditions (i.e. PT/EC; PT only; EC only; Self-focus; and No Instruction). The ANOVA indicated significant overall mean differences were present, $F(4, 121) = 4.55$, $p < .01$, partial $\eta^2 = .13$. However, as with the task conflict analysis, the

pattern was not as hypothesized. First, a LSD post hoc test ($p < .05$) indicated that Hypothesis 2 was not supported. Individuals primed to EC ($M=1.30$, $SD = .40$) did not perceive significantly more relational conflict than individuals primed to PT ($M=1.18$, $SD = .33$). However, mean differences, although slight, are in accordance with the hypothesized direction. Post hoc tests also did not indicate support for Hypothesis 3. Individuals primed to PT and EC ($M=1.37$, $SD = .51$) did not perceive significantly more relational conflict than individuals primed to PT only ($M=1.18$, $SD = .33$). No support was established for Hypothesis 5. That is, individuals primed to EC ($M=1.30$, $SD = .40$) did not perceive greater relational conflict than individuals primed to both PT and EC ($M=1.37$, $SD = .51$). Means and standard deviations of the dependent variable for the five groups are presented in Table 2.

As with Hypotheses 1, 4, and 6, these results suggest a lack of differentiation among treatment groups in terms of participants' conflict perceptions. Taken as a whole, these results suggest not only a lack of differentiation between primed combinations of PT and EC, but also among conflict type. Consistent with past research (De Dreu & Weingart, 2003), I found that task conflict and relational conflict were significantly positively correlated, $r = .61$, $p < .001$. This supports the notion that the two commonly co-occur, making deciphering the individual antecedents all the more challenging.

Examining the self-focus and no instruction groups, a LSD post hoc test ($p < .05$) revealed individuals primed to self-focus ($M=1.65$, $SD = .49$) perceived significantly more relational conflict than those primed to PT only ($M=1.18$, $SD = .33$) and EC only ($M=1.30$, $SD = .40$). Individuals who received no instruction ($M=1.68$, $SD = .76$)

perceived significantly more relational conflict than those primed to both PT and EC

($M=1.37$, $SD = .51$); PT only ($M=1.18$, $SD = .33$); and EC only ($M=1.30$, $SD = .40$).

Table 2.

Mean Scores and Standard Deviations for Measures of Relational Conflict as a Function of Prime

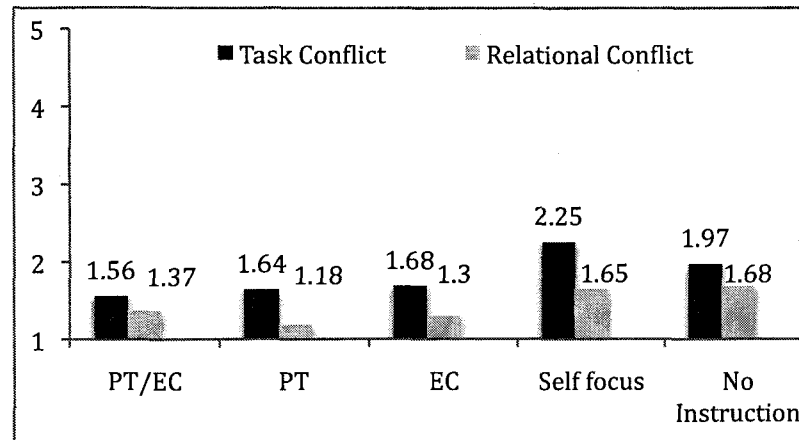
<i>Group</i>	<i>Relational Conflict</i>	
	<i>M</i>	<i>SD</i>
PT/EC	1.37	.51
PT	1.18	.33
EC	1.30	.40
Self-Focus	1.65 ^a	.50
No Instruction	1.68 ^b	.76

a. Mean is significantly higher than PT and EC conditions

b. Mean is significantly higher than PT/EC; PT; and EC conditions

Although individuals primed to PT and/or EC did not differ in their perceptions of task and relational conflict, participants who received no instruction or who were primed to self-focus showed much greater conflict perceptions (see Figure 3). Specifically, it appears as though a self-focused versus other focused dichotomization has occurred. Reflective of the primes, this dichotomization could be responsible for conflict perceptions.

Figure 3. The Effects of Prime on Task and Relational Conflict Perceptions



Although I did not find support for my expected effects, I proceeded to examine my meditational hypotheses as they could possibly show that cognitive engagement and emotional reactivity account for the (unexpected) pattern of means such that any other-focused prime created lower conflict perceptions than the lack of such a prime.

Therefore, using Baron and Kenny's (1986) approach, I examined whether cognitive engagement mediated the effect between the prime conditions and task conflict (Hypothesis 7). As outlined in the assessment for Hypotheses 1, 4, and 6 an overall significant effect between the independent variables (i.e. PT; EC; PT/EC; self-focus; no instruction), and task conflict was found by conducting a one-way ANOVA, $F(4, 121) = 4.70, p < .001$, partial $\eta^2 = .14$. Based on this result I proceeded to examine the potential mediation effect by conducting a simple regression to determine whether cognitive engagement predicted task conflict. This relationship was slightly negatively correlated, $R = -.18, p < .05$ indicating that increased cognitive engagement is predictive of decreased perceptions of task conflict. Next, I conducted an additional ANOVA to test for significant mean differences between the treatment groups on the mediator (i.e. cognitive engagement). An overall effect was not found, $F(4, 121) = .80, ns$, indicating no significant differences between the experimental groups on cognitive engagement were

present. In turn, this suggests cognitive engagement does not mediate the effects between the five experimental groups and task conflict.

Lastly, to test Hypothesis 8 I repeated each of the steps used to test Hypothesis 7, this time, however, examining emotional reactivity as a mediator between the experimental groups and relational conflict. As indicated earlier, a significant overall effect was found, by running an ANOVA, of the 5 prime conditions on relational conflict, $F(4, 121) = 4.55, p < .01$, partial $\eta^2 = .13$. Conducting a simple linear regression indicated that emotional reactivity significantly predicted relational conflict, $R = .47, p < .001$, such that higher emotional reactivity was associated with greater perceptions of relational conflict in the group. An ANOVA testing differences between the mediator (i.e. emotional reactivity) and relational conflict was also significant, $F(4, 121) = 2.90, p < .05$, partial $\eta^2 = .09$. Given significance for each of the preconditions, I conducted an analysis of covariance (ANCOVA) to test the full mediation. Results did not indicate support for Hypothesis 8, $F(4, 120) = 2.62, p < .05$. Although the effect of prime on relational conflict was reduced it still remained statistically significant after incorporating emotional reactivity.

Manipulation checks

Despite internal consistency among subscales for the PT, EC, and self-focused prime assessments, an item-by-item analysis was conducted to determine the success of my manipulations. I choose to examine prime comparisons for each individual item so that I may better understand what items demonstrated significant differences among primed conditions. I conducted one-way ANOVAs comparing the prime conditions to each manipulation check. In all, nine items assessing whether participants engaged in PT,

EC, or self-focused behaviours were assessed. Two of the nine ANOVAs were

significantly different across groups. The first significant difference was found between

the prime conditions on the extent to which participants empathized with their group

members, $F(4,121) = 2.60, p < .05$, partial $\eta^2 = .08$. A LSD post hoc test ($p < .05$)

revealed that self-focused individuals empathized the least with their group members than

any other prime (see Table 3 for means and standard deviations). The second significant

difference was found between the prime conditions on the extent to which they were

focused on their role throughout the in basket task (i.e. self-focused), $F(4,121) = 2.93, p <$

$.05$, partial $\eta^2 = .09$. A LSD post hoc test ($p < .05$) revealed that individuals primed to EC

($M = 6.29, SD = .69$) reported being more focused on their role than those primed to PT

($M = 5.25, SD = 1.13$) and those who received no instruction ($M = 5.25, SD = 1.80$; see

Table 3 for all means and standard deviations).

Table 3.

Mean Scores and Standard Deviations for Manipulation Checks as a Function of Prime

<i>Group</i>	<i>Manipulation Check (EC) "Understand the emotions"</i>		<i>Manipulation Check (SF) "Focused on my role"</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
PT/EC	5.41	1.23	5.78	2.40
PT	5.44	.89	5.25	1.13
EC	5.17	1.55	6.29 ^b	.69
Self-Focus	4.46 ^a	1.28	5.63	.26
No Instruction	5.04	1.16	5.25	1.80

a. Mean is significantly lower than PT/EC; PT; EC; and no instruction conditions

b. Mean is significantly higher than PT and no instruction conditions

Although none of the other comparisons were significant the means for each of the items assessing PT, EC, or both were in the hypothesized directions. The two remaining items intended to assess the extent to which individuals self focused, however, displayed variation in scoring. Scores ranged from $M=5.88$ to $M=4.78$ with PT/EC ($M=5.82$, $SD=1.44$) and EC only ($M=5.88$, $SD=1.26$) primes representing the highest scores (i.e. greater role focus) and self-focus ($M=5.38$, $SD=1.17$) and PT ($M=4.78$, $SD=1.60$) primes representing the lowest. Due to the nature of the self-focus prime, that is, given that it addresses a role focus, it is not surprising that individuals primed differently would report that they were focused on the tasks and went about them as if they were actually applying for the position of camp coordinator. Based on actual engagement or an attempt to appear as if they were engaged in the tasks, it makes sense that a variety of participants scored highly on these measures. Moreover, cognitive engagement was significantly positively correlated ($r=.47$, $p<.001$) with the self-focus items supporting the idea that participants who were engaged in the study responded high on these items due to their engagement.

Secondary Outcomes

Several secondary outcomes were also assessed (i.e. liking and satisfaction). In line with past research, I expected perspective taking to result in increased liking and greater satisfaction, while empathetic concern resulted in a decrease of each outcome variable.

A one-way ANOVA compared mean liking scores with each of the experimental conditions. The ANOVA revealed liking scores were not significantly different across prime conditions, $F(4,121)=1.15$, ns . This indicates the extent to which individuals liked

their group members did not change based on how they were primed. Liking was, however, significantly negatively correlated with both task conflict ($r = -.27, p < .01$) and relational conflict ($r = -.51, p < .001$; see Table 4). That is, as conflict perceptions increased, the extent to which participants reported liking their group members decreased. This further suggests that both task and relational conflict resulted in interpersonal incompatibility.

Contrary to liking, a one-way ANOVA comparing mean satisfaction scores among the experimental conditions was significant, $F(4,121) = 2.62, p < .05$, partial $\eta^2 = .08$. A LSD post hoc test ($p < .05$) revealed individuals who received no instruction ($M = 3.83, SD = .91$) were less satisfied than individuals who were primed to EC only ($M = 4.36, SD = .56$) and PT and EC ($M = 4.43, SD = .68$). Similar to liking, satisfaction was also significantly negatively correlated with task conflict ($r = -.43, p < .001$) and relational conflict ($r = -.53, p < .001$; see Table 4). That is, individuals who experienced more conflict were less satisfied overall.

Group performance scores were calculated based on the quality and quantity of tasks completed. That is, groups received a composite score out of 19 for the quality of their in-basket. Time to completion (ranging from 0 – 45 minutes) was also noted. Given sample size restrictions group analyses could not be conducted. Unlike the other measures in which each participant had an individual score, performance scores were assigned at the group level. That is, scores were the same for every member of the group. Conducting performance analyses at the individual level would require repeating performance scores for each member and would in turn lead to erroneous conclusions. As a result, I was unable to assess performance outcomes.

Table 4.

Intercorrelations between state PT, EC, and self-focus, task conflict, relational conflict, cognitive engagement, emotional reactivity, and liking

	M	SD	1	2	3	4	5	6	7	8	9
1.Task Conflict	1.81	.70	(.86)	.61 ^c	-.18 ^a	.32 ^c	-.27 ^b	-.43 ^c	-.37 ^c	-.34 ^c	-.21 ^b
2.Relational Conflict	1.43	.54		(.83)	-.32 ^c	.47 ^c	-.51 ^c	-.53 ^c	-.38 ^c	-.28 ^c	-.18 ^a
3.Cognitive Engagement	5.63	.77			(.74)	-.30 ^c	.28 ^c	.43 ^c	.45 ^c	.40 ^c	.47 ^c
4.Emotional Reactivity	1.45	.74				(.87)	-.33 ^c	-.52 ^c	-.22 ^b	-.12	-.19 ^a
5.Liking	5.68	.87					(.84)	.58 ^c	.43 ^c	.38 ^c	.25 ^b
6. Satisfaction	4.20	.73						(.88)	.56 ^c	.49 ^c	.44 ^c
7.PT*	5.39	1.02							(.82)	.77 ^c	.47 ^c
8.EC*	5.22	1.08								(.85)	.47 ^c
9.Self-focus*	5.48	1.16									(.78)

^a $p < .05$, ^b $p < .01$, ^c $p < .001$

Reliability coefficients are listed in parentheses along the diagonal. $N = 126$

*Intercorrelations for composite state PT, EC, and self-focus scales are reported

Lastly, personality characteristics were assessed as potential covariates. Results indicated that none of the subscales had a significant impact on task or relational conflict.

Discussion

The main focus of this study was to examine the effects of primed combinations of PT and/or EC on task and relational conflict. This was the first study to examine the interplay between different combinations of PT and EC on conflict perceptions. Examining conflict perceptions as a function of PT and EC will add to our understanding of conflict occurrences in the workplace.

To recap, I hypothesized that in general individuals primed to perspective take or perspective take and empathize would perceive more task conflict and less relational conflict than individuals primed to empathize only. Moreover, individuals primed to empathize were expected to perceive greater relational conflict than those primed only to perspective take or perspective take and empathize. For PT and EC to have these effects on perceived conflict I expected levels of cognitive engagement and emotional reactivity to mediate these perceptions. That is, I expected cognitive engagement to mediate any effects between the five experimental groups and task conflict; while I expected emotional reactivity to mediate the effects between the five experimental groups and relational conflict.

In actual fact, I found no significant differences between individuals primed to PT and/or EC with regard to their perceptions of task and relational conflict. Nor did I find support for the proposed mediations. Moreover, my results ran counter to my original hypotheses, in that PT and EC primes *decreased* rather than *increased* conflict

perceptions. This suggests that it is possible for PT and EC to reduce both task and relational conflict perceptions in this type of task.

Significant differences in conflict perceptions, however, were found between individuals who were primed to focus on their own role and who received no instruction (i.e. self-focus and no instruction groups) and individuals who were told to focus on their group members throughout the tasks (i.e. PT/EC, PT only, and EC only groups). That is, findings illustrated a global dichotomization between perceptions of task and relational conflict as a function of *self*-focused and *other*-focused priming. More specifically, self-focus groups experienced significantly more task and relational conflict than other-focused groups.

Taking a closer look at the characteristics and focus of these two types of groups provides insight into the pattern of results. That is, individuals primed to self-focus were told to go about the task as if they were actually applying for the job. This may have instigated a self-driven focus to complete the tasks as well as reinforced their role as camp coordinator. Both of which likely lead to increased engagement in the tasks. Focused primarily on the tasks, and not on group members, self-focused individuals reported increased frustration and general emotional responsiveness to intragroup disagreement. These frustrations with task disagreement may have sparked increased relational conflict perceptions. Moreover, task and relational conflict perceptions have been commonly shown to co-occur (De Dreu & Weingart, 2003). A prominent meta-analysis concluded that only under strict and specific conditions can task and relational be separated (De Dreu & Weingart, 2003). Although tasks in the current study were

designed with these conditions in mind to disentangle conflict perceptions, both types of perceptions increased among the groups primed to self-focus.

Although individuals who received no instruction were not directly primed to self-focus, a simple role acknowledgment question was posed in place of a prime. This may have also reinforced their role causing an increase in engagement above and beyond that created by the incentives. Furthermore, unless otherwise primed, individuals can be expected to hold a self-focused perspective based on robust findings of self-serving biases in the conflict and decision-making literature (Babcock & Loewenstein, 1997). Therefore, both the self-focus prime condition and the no instruction group may have taken a more vested interest in the tasks and became more willing to disagree with their group members so that tasks would be done in the way they saw fit.

In contrast, individuals who were primed to PT and/or EC were supposed to be primarily focused on their group members. Therefore, it could be that demonstrating less concern over the tasks and more concern over the thought processes and/or emotions of others led to a decrease in conflict perceptions for individuals in these conditions. However, in interpreting the lack of difference in conflict perceptions between the PT, EC, and PT/EC conditions, the outcome of my manipulation checks must be considered. There was an overall lack of differentiation between the PT, EC, and PT/EC primed conditions in terms of self-reported perspective taking and empathizing during the task. In fact, these groups tended to report similar levels of actual PT and EC during the task, but significantly more than the self-focused condition. This raises questions as to how successfully the primes were administered. Although it is possible that some individuals did not fully process or internalize their prime, past research supports this methodology as

an effective and reliable manipulation technique (Galinsky, Gruenfeld, & Magee, 2003; Galinsky et al., 2008; Galinsky, Magee, Inesi, & Gruenfeld, 2006). Moreover, although there was a lack of differentiation between PT and/or EC conditions, a more global dichotomization between self-focused and other-focused primes was present. This indicates that on some level the primes successfully influenced participants' target focus (i.e. themselves or their group members) throughout the tasks. This further suggests that participants may not have picked up on, or properly perceived, the subtleties between the PT and EC primes (e.g. the use of the word *thinking* versus *feeling*). Therefore, when referring back to and enacting their prime during the tasks, it seems they employed a more global other-focused mentality.

Despite lack of mediation for both task and relational conflict, emotional reactivity positively correlated with relational conflict. That is, as emotional reactivity increases, perceptions of relational conflict also increase. This is in line with past research that indicates emotional reactivity is a common response to interpersonal (i.e. relational) issues (Suls et al., 1998; Van Kleef et al., 2004). Although I was able to demonstrate a link between emotionality and relational conflict, I was unable to demonstrate a link between emotionality and empathetic concern. I believe this is due to the reported lack of differentiation between PT and EC primes. Had my EC prime worked to create an other-focused awareness specific to others emotions and feelings, as was intended, I believe the results would have been as hypothesized. That is, under the right circumstances, I believe emotionality and empathetic concern would correlate with each other and relational conflict. Rooted in the very definition of empathetic concern, Davis (1980) supports this theory by referring to this type of emotional empathy as an instinctive emotional

response. Conducting future research that overcomes the limitations of this study (e.g. changing the wording of primes) should lead to more concrete findings supporting this theory.

Secondary Outcomes

Several secondary outcomes were also assessed. Specifically, I examined overall satisfaction levels and the extent to which group members liked each other. Levels of satisfaction and the extent to which individuals liked their group members were significantly reduced in groups with higher task and relational conflict. Moreover, both conflict types were similarly, negatively associated with satisfaction. In contrast, liking exhibited a much stronger relationship with relational conflict. This suggests that when individuals have interpersonal conflict it is accompanied by a greater dislike for those with whom they are working. What is not clear is whether dislike leads to relational conflict or vice versa. Past research has acknowledged that relational conflict can stem from over personalizing task conflict or in response to preconceived attitudes or stereotypes (Ensley et al., 2002). For my study participants were grouped with individuals they had not previously met. Therefore, any relational conflict perceived by participants throughout the tasks was more likely a result of over personalizing task disagreements within the group. It should be noted, however, that although composing groups of strangers helped to eliminate potential preexisting biases, stereotypical attitudes towards other members might have immediately emerged when groups were compiled. On the other hand, in a more realistic setting, where individuals are more likely to know their group members it is probable to assume the relationship is bi-determined.

Limitations and Future Research

Design. There were several design limitations present in this study. My original purpose in conducting this study was to examine task and relational conflict perceptions as a function of PT and/or EC. To do so I designed a group-based experimental study in which participants were primed, then grouped into triads, and asked to complete an in-basket task.

My first limitation pertains to the fact that it is an experimental lab study. Although this enabled me to control for extraneous variables and infer causality I sacrificed true realism. To overcome this limitation and increase external validity I designed the premise for the experiment and all supplemental materials around an existing organization. Tasks were thoughtfully created and represented situations and responsibilities common to a camp coordinator position.

My original design required a sample of approximately 300 (60 per condition) undergraduate students. Among other challenges, the advent of a new online recruitment system designed to accommodate two part studies made it extremely difficult to obtain participants. Specifically, creative recruitment techniques and persistent effort enabled me to obtain as large a sample as I did. As a result I was unable to conduct my proposed analyses (i.e. hierarchical linear modeling; HLM), which would have enabled me to analyze my data at the group level. Given that tasks were designed to create task conflict and thus required participants to work closely together, group level analyses would have allowed me to account for individuals within the same group. However, on account of a smaller sample size I analyzed my data at the individual level resulting in a violation of independence.

Nonindependence stems from members of the same group being more similar in experiences, attitudes, and behaviors than the members of different groups (Kenny, Manneetti, Pierro, Livi, & Kashy, 2002). Further, individuals with particularly strong traits greatly influence the intragroup interactions (Kenny et al., 2002). In the current study individuals with similar traits may have influenced the overall group perceptions of conflict such that individuals perceived more or less task and relational conflict within the triad. As a result my analyses are not as precise or powerful as they would have been had I been able to obtain a larger sample and test my hypotheses at the group level. Moreover, the biasing effects of nonindependence can lead to an increased probability of committing type I and type II errors (Kenny et al., 2002). Increased bias and risk are, however, affiliated with increased group size (Kenny et al., 2002). That is, the larger the group, the more chance of distorting estimates of error variance. In the current study group sizes were kept small at three participants per group, therefore, the potentially negative effects of nonindependence may have had slightly less of an impact. Lastly, nonindependence for between-group independent variables, like that in the current study, tends to result in overly liberal tests such that the effects may be slightly inflated (Kenny et al., 2002).

Group composition was an important consideration when designing my study. To increase the likelihood of conflict and maintain commonality among all groups each group was made up of strangers. Assigning participants to work with individuals they had not previously met helped to eliminate the potentially influential effects of certain *pre-existing* biases. It is however, important to note that stereotypical attitudes may still have occurred when group members first met. Composing groups of strangers was also essential to avoid “third wheel” situations where one participant feels left out or separated

from the group on account of the other two members having a preexisting social affiliation. Intended to reduce study limitations, composing groups of strangers may have inadvertently affected the likelihood that participants would engage in conflict. That is, participants may have been less likely to disagree or argue with their group members simply because they had no preexisting relationship.

Moreover, because groups were entirely composed of strangers this may also limit generalizability to organizations employing work teams composed of colleagues who are well affiliated with each other. Specifically, individuals within groups composed of co-workers, friends, or acquaintances, may have preconceived and unrelated biases towards other members. Such biases could negatively influence conflict perceptions, independent of task related issues.

In addition to composing groups of strangers having participants work in teams may have further impacted conflict perceptions. As part of a team, individuals may be more apt to engage in a cooperative, as opposed to a competitive, approach (De Dreu & Van Vianen, 2001). Less likely to encompass emotional responsiveness, cooperative approaches tend to be positive and are characterized as “attempts to understand others’ views” while communicating without judgment (Yang & Mossholder, 2004, p. 591). In other words, cooperative approaches encompass cognitive, intellectual perspective taking. Considering my results, it may have been that given the team environment, participants took a cooperative approach to the tasks. As a result, other-focused priming may have been predominately cognitive. In contrast, competitive approaches tend to be more emotionally charged and are characterized by tone of voice, critical remarks, intimidation, and direct threat (De Dreu & Van Vianen, 2001; Yang & Mossholder, 2004). Emotional

responsiveness (e.g. frustration and anger) is a common outcome of a competitive approach (Yang & Mossholder, 2004). Therefore, in order to see emotional reactivity, direct threat may be a precursor. That is, empathetic concern may only lead to retaliation or strong emotional reactivity and in turn relational conflict when an empathetic individual perceives the critique or threat as deliberate. In the current study, there is a high degree of situational ambiguity such that participants may not be sure of intent. As a result, situational ambiguity could potentially moderate whether empathetic concerns leads to increased or decreased relational conflict perceptions. Differences between the current study and past research support this notion. Specifically, Gilin Oore et al. (2010) found empathy to be a liability when participants perceived direct treat from their opponent. The current study relied on indirect threat and over personalization of task conflict among team members as a precursor to relational conflict perceptions. In the future, examining situational ambiguity as a moderator might help to understand in what context empathy leads to emotional reactivity and relational conflict perceptions.

Finally, the tasks themselves could be seen as a potential limitation. Designed to evoke task conflict inherently within the triad, the in-basket challenged groups to work closely on normally independent duties. Given that few groups reported significant conflict within their triad as demonstrated through low mean scores, the extent to which the tasks created conflict is questionable. As an observer who attended every session, however, I can say with certainty that task conflict (i.e. disagreement over task content) was created. More often than not participants disagreed on how to go about the in-basket tasks. There was constant discussion about how best to proceed. However, when given the questionnaire few people reported having ever disagreed over process or content.

There are two potential reasons for this: 1) participants didn't perceive task conflict as conflict because they worked well with their group (i.e. as a result of positive group outcomes conflict occurrences were not perceived as such, or were forgotten), and 2) the other-focused primes made people think differently about what conflict is. Liking was clearly associated with decreased conflict. That is, as conflict perceptions decreased, the more individuals reported liking their group members. Therefore, individuals may not have reported experiencing task conflict, even if it did occur, because they associate it with negative occurrences within the group. Given their positive interactions with group members they may not have perceived their discussions and disagreements on how to complete the tasks as a form of conflict. Moreover, participants may have viewed conflict as an outcome instead of a process. This could explain why they didn't report conflict after completing the in-basket. That is, if they favourably evaluated their outcome, perceptions of conflict within the group might have been rendered null on account of a successful overall outcome. Perhaps defining conflict as a process in the instructional materials would direct participants' attention to intergroup disputes throughout the task. In addition, to help further assess quantity of conflict perceptions measures should be revised to tap into outcome as well as process evaluations of conflict. Second, it is quite possible that individuals told to focus on their group members viewed conflict differently. That is, by taking the perspectives of their group members or by considering their feelings, other-focused individuals may have been more careful when disputing ideas with which they didn't agree. Therefore, they may not have perceived conflict or been as aware of disagreement in the same way as self-focused individuals.

Measures. To determine whether my manipulation was successful I developed several self-report items to assess the extent to which individuals empathized, took the perspective of others, and focused on their own role. In response to the self-focus prime, which instructed individuals to go about the tasks as if they were actually applying for the job of camp coordinator, self-focused manipulation checks could have easily been perceived as a measure of engagement. Therefore, all participants, no matter their prime, may have reported being very focused on their role as a function of general engagement as opposed to a self-focused state. This could explain why individuals primed to self-focus reported engaging in less other-focused behaviours, but individuals primed to other-focus reported focusing on others as well as self-focusing. Moreover, considering participants responded to these measures some time after completing the tasks they likely evaluated their groups' outcomes prior to reporting how well they followed their prime instructions. The favorability to which they evaluated their performance may have influenced their responses. During the initial design phase of this study I thought a lot about how best to assess the manipulations. Ideally I would have liked to capture participants thought processes as they were happening. However, doing so without disrupting their social interactions would not have been possible. I felt that maintaining realistic, fluid social interactions among group members was pertinent to the experiment. As a result I choose to use self-report measures. In the future, disrupting participants at designated time periods may offer a better representation of participants' thought processes throughout the task. Moreover, an observational or qualitative measure may also provide a better assessment of state mentalities.

In addition to future research addressing the limitations noted above several other research directions could be taken to further expand our understanding of task and relational conflict as a function of PT and EC. First, in order to build support for the theoretical reasoning, correlational links between PT and task conflict and EC and relational conflict should be established. Second, to advance the complexity and strength of the current study, examining the possibility that certain types of individuals may be prone to *transforming* task conflict perceptions into perceptions of relational conflict could be of substantial value. That is, by identifying what social profiles of PT and EC contribute to this escalation, organizations may be better able to eliminate, by way of coaching, interpersonal intragroup conflict perceptions.

Moreover, priming individuals with combinations of PT and EC that are in line with their actual dispositional PT and EC profiles such that these profiles would differ *within* groups, may provide optimally strong and generalizable experimental effects. Specifically, mimicking ‘real world’ work teams in this way could help to further generalize findings.

Implications

In the current study, the effect of primed combinations of PT and EC on task and relational conflict were not supported due to a lack of differentiation between other-focused conditions. If, however, primes could be sorted out to prime PT and EC differentially findings may provide added insight into conflict occurrences. Moreover, understanding PT and EC as antecedents to conflict perceptions could help organizations deter relational or detrimental conflict within work teams. Furthermore, building linkages between empathetic concern, emotional reactivity, and relational conflict would provide a

unique perspective on empathy as a potential liability in conflict situations. Such a finding would have strong implications for organizations with interdependent team environments. That is, by understanding how highly empathetic individuals respond to conflict, organizations may be better able to train employees to maintain a cognitive focus (i.e. perspective take) and reign in emotional responsiveness. In a more general sense, increased understanding of such influential traits may aid in work team selection and the identification of potential candidates for perspective taking (cognitive focused) coaching as a conflict management tool.

Although my specific hypotheses were not supported my results did indicate some differential effects between conditions. Specifically, individuals primed to self-focus experienced greater task and relational conflict than individuals primed to other-focus (i.e. focus on their group members). Understanding conflict as a function of self-focused and other-focused thinking could have strong implications for organizations employing work teams. For example, understanding that taking an other-focused approach to group tasks limits conflict perceptions may help organizations prevent intragroup conflict among employees by way of other-focused coaching or team building techniques.

Considering secondary outcomes, this study indicated that conflict resulted in a decrease in both satisfaction and liking. Assuming liking and relational conflict have a bi-directional association, decreased liking within groups could increase negative conflict perceptions. Therefore, to reduce conflict and encourage liking within groups organizations may benefit from promoting other-focused thinking among all employees.

Conclusion. To examine PT and EC in relation to individuals' perceptions of task and relational conflict I conducted an experimental study in which conditions were

manipulated via situational primes. However, manipulation checks indicated a lack of differentiation between the PT and EC conditions resulting in a more global other-focused construct. This lack of distinction between other-focused conditions hindered my ability to test my hypotheses as were originally proposed. Therefore, if the primes could be revised to prime PT and EC differentially I believe my original predictions would hold true. Past literature on perspective taking reaffirms my predictions by indicating that perspective takers are more likely to elicit a cognitively based and objective understanding when faced with conflict (Galinsky et al., 2008). Moreover, theoretical support for higher empathetic concern resulting in greater relational conflict is derived from numerous sources linking both constructs to an intermediary emotional reactivity. Therefore, continuing this line of research should result in beneficial and novel findings that would prove impactful for a variety of team based organizations.

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Footnotes

¹Studies have shown the effectiveness of situational manipulations of PT and EC, with primes eliciting the same pattern of results as trait assessments (Galinsky et al., 2008). Specifically, Galinsky et al. (2008) successfully primed participants to perspective take, empathize, or self-focus when studying trait impacts on negotiation outcomes. Results indicated that when primed to PT and/or EC individuals demonstrated the same pattern of results that arose when only dispositional levels of PT and EC were considered (Galinsky et al., 2008). That is, whether analyzing state (primed) PT or trait PT participants in these categories were more likely to reach a successful deal benefitting both parties.

Appendix A

Group Performance Study

Session #1

Kate Calnan & Dr. Debra Gilin Oore

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***Your responses are very important to our study
We appreciate you taking the time to complete this survey***

Instructions

Step 1. Create your code

- Your participant code for this exercise consists of three letters followed by four numbers.
- The first letter is your middle initial (NOTE: if you do not have a middle name, please insert your first initial). For example, John Averly Smith: A
- Next are the first two letters of the street on which you currently live. If you live in residence, please put the first two letters of the residence name). For example, Inglis St: I N
- The four numbers are your birth DAY (of the month) followed by the numbers of your birth MONTH. For example, birth date January 3, 1986:
0 3 0 1
- So this person's code would be:

<u>A</u>	<u>I</u>	<u>N</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>1</u>
Middle Initial	Street: first two letters		Birth	Day	Birth	Month

❖ YOUR CODE:

<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Middle Initial	Street: first two letters		Birth	Day	Birth	Month

Step 2: Please answer each of the following short surveys about your feelings, thoughts, and habits. Circle the appropriate number on the scale provided next to each statement.

When the instructor tells you it is time, you may begin.

NEO-PPI

This is a measure of where a person falls on a continuum of five domains of adult personality. Read each statement carefully. Remember that there are no right or wrong answers and try to respond as truthfully as possible. **Please respond to the following statements using the rating scale provided by circling the appropriate number from 1 to 5. Circle only one response for each statement.**

Circle "1" if you strongly disagree or the statement is definitely false.

Circle "2" if you disagree or the statement is mostly false.

Circle "3" if you are neutral on the statement, you cannot decide, or the statement is equally true and false.

Circle "4" if you agree or the statement is mostly true.

Circle "5" if you strongly agree or the statement is definitely true.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

1.	I am not a worrier	1	2	3	4	5
2.	I like to have a lot of people around me	1	2	3	4	5
3.	I don't like to waste my time daydreaming	1	2	3	4	5
4.	I try to be courteous to everyone I meet	1	2	3	4	5
5.	I keep my belongings clean and neat	1	2	3	4	5
6.	I often feel inferior to others	1	2	3	4	5
7.	I laugh easily	1	2	3	4	5
8.	Once I find the right way to do something, I stick to it	1	2	3	4	5
9.	I often get into arguments with my family and co-workers	1	2	3	4	5
10.	I'm pretty good at pacing myself so as to get things done on time	1	2	3	4	5
11.	When I am under a great deal of stress, sometimes I feel like I am going to pieces	1	2	3	4	5
12.	I don't consider myself especially "light-hearted"	1	2	3	4	5

13.	I am intrigued by the patterns I find in art and nature	1	2	3	4	5
14.	Some people think I am selfish and egotistical	1	2	3	4	5
15.	I am not a very methodical person	1	2	3	4	5
16.	I rarely feel lonely or blue	1	2	3	4	5
17.	I really enjoy talking to people	1	2	3	4	5
18.	I believe letting students hear controversial speakers can only confuse and mislead them	1	2	3	4	5
19.	I would rather cooperate with others than compete with them	1	2	3	4	5
20.	I try to perform all the tasks assigned to me conscientiously	1	2	3	4	5
21.	I often feel tense and jittery	1	2	3	4	5
22.	I like to be where the action is	1	2	3	4	5
23.	Poetry has little or no effect on me	1	2	3	4	5
24.	I tend to be cynical and sceptical of others' intentions	1	2	3	4	5
25.	I have a clear set of goals and work toward them in an orderly fashion	1	2	3	4	5
26.	Sometimes I feel completely worthless	1	2	3	4	5
27.	I usually prefer to do things alone	1	2	3	4	5
28.	I often try new and foreign foods	1	2	3	4	5
29.	I believe that most people will take advantage of you if you let them	1	2	3	4	5
30.	I waste a lot of time before settling down to work	1	2	3	4	5
31.	I rarely feel fearful or anxious	1	2	3	4	5
32.	I often feel as if I'm bursting with energy	1	2	3	4	5
33.	I seldom notice the moods or feelings that different environments produce	1	2	3	4	5
34.	Most people I know like me	1	2	3	4	5

35.	I work hard to accomplish my goals	1	2	3	4	5
36.	I often get angry at the way people treat me	1	2	3	4	5
37.	I am a cheerful, high-spirited person	1	2	3	4	5
38.	I believe we should look to our religious authorities for decisions on moral issues	1	2	3	4	5
39.	Some people think of me as cold and calculating	1	2	3	4	5
40.	When I make a commitment, I can always be counted on to follow through	1	2	3	4	5
41.	Too often when things go wrong, I get discouraged and feel like giving up	1	2	3	4	5
42.	I am not a cheerful optimist	1	2	3	4	5
43.	Sometimes when I am reading poetry or looking at a work of art, I feel a chill or wave of excitement	1	2	3	4	5
44.	I am hard-headed and tough minded in my attitudes	1	2	3	4	5
45.	Sometimes I am not as dependable or reliable as I should be	1	2	3	4	5
46.	I am seldom sad or depressed	1	2	3	4	5
47.	My life is fast-paced	1	2	3	4	5
48.	I have little interest in speculating on the nature of the universe or the human condition	1	2	3	4	5
49.	I generally try to be thoughtful and considerate	1	2	3	4	5
50.	I am a productive person who always gets the job done	1	2	3	4	5
51.	I often feel helpless and want someone else to solve my problems	1	2	3	4	5
52.	I am a very active person	1	2	3	4	5
53.	I have a lot of intellectual curiosity	1	2	3	4	5
54.	If I don't like people, I let them know it	1	2	3	4	5
55.	I never seem to be able to get organized	1	2	3	4	5

56.	At times I have been so ashamed I just want to hide	1	2	3	4	5
57.	I would rather go my own way than be a leader of others	1	2	3	4	5
58.	I often enjoy playing with theories or abstract ideas	1	2	3	4	5
59.	If necessary, I am willing to manipulate people to get what I want	1	2	3	4	5
60.	I strive for excellence in everything I do	1	2	3	4	5

IRI

The following items ask you to rate the extent to which each statement describes you. Read each statement carefully. Remember that there are no right or wrong answers and try to respond as truthfully as possible. **Please respond to the following statements using the rating scale below by circling the appropriate number next to each statement.** Circle **only one** response for each statement.

Not well				Very well
1	2	3	4	5

	<i>Example: I enjoy socializing with friends</i>	1	2	3	4	5
61.	I daydream and fantasize, with some regularity, about things that might happen to me.	1	2	3	4	5
62.	I often have tender, concerned feelings for people less fortunate than me.	1	2	3	4	5
63.	I sometimes find it difficult to see things from the "other guy's" point of view.	1	2	3	4	5
64.	Sometimes I don't feel very sorry for other people when they are having problems.	1	2	3	4	5
65.	I really get involved with the feelings of the characters in a novel.	1	2	3	4	5
66.	In emergency situations, I feel worried and uncomfortable.	1	2	3	4	5
67.	I am usually objective when I watch a movie or play, and I don't often get completely caught up in it.	1	2	3	4	5
68.	I try to look at everybody's side of a disagreement before I make a decision.	1	2	3	4	5
69.	When I see someone being taken advantage of, I feel kind of protective towards them.	1	2	3	4	5
70.	I sometimes feel helpless when I am in the middle of a very emotional situation.	1	2	3	4	5
71.	I sometimes try to understand my friends better by imagining how things look from their perspective.	1	2	3	4	5
72.	Becoming extremely involved in a good book or movie is somewhat rare for me.	1	2	3	4	5
73.	When I see someone get hurt, I tend to remain calm.	1	2	3	4	5
74.	Other people's misfortunes do not usually disturb me a great deal.	1	2	3	4	5

75.	If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.	1	2	3	4	5
76.	After seeing a play or movie, I have felt as though I were one of the characters.	1	2	3	4	5
77.	Being in a tense emotional situation scares me.	1	2	3	4	5
78.	When I see someone being treated unfairly, I sometimes don't feel very much pity for them.	1	2	3	4	5
79.	I am usually pretty effective in dealing with emergencies.	1	2	3	4	5
80.	I am often quite touched by things that I see happen.	1	2	3	4	5
81.	I believe that there are two sides to every question and try to look at them both.	1	2	3	4	5
82.	I would describe myself as a pretty soft-hearted person.	1	2	3	4	5
83.	When I watch a good movie, I can very easily put myself in the place of a leading character.	1	2	3	4	5
84.	I tend to lose control during emergencies.	1	2	3	4	5
85.	When I'm upset at someone, I usually try to "put myself in his/her shoes" for a while.	1	2	3	4	5
86.	When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me.	1	2	3	4	5
87.	When I see someone who badly needs help in an emergency, I get very distressed.	1	2	3	4	5
88.	Before criticizing somebody, I try to imagine how I would feel if I were in their place.	1	2	3	4	5

NPI

The following items ask you to rate the extent to which you agree or disagree with each statement. Read each statement carefully. Note that there are no right or wrong answers. **Please respond to the following statements using the rating scale below by circling the appropriate number next to each statement. Circle only one response for each statement.**

Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

89.	I would prefer to be a leader	1	2	3	4	5	6	7
90.	I expect a great deal from other people	1	2	3	4	5	6	7
91.	I can live my life in any way I want to	1	2	3	4	5	6	7
92.	I have a natural talent for influencing people	1	2	3	4	5	6	7
93.	I am more capable than other people	1	2	3	4	5	6	7
94.	I want to amount to something in the eyes of the world	1	2	3	4	5	6	7
95.	I like to have authority over other people	1	2	3	4	5	6	7
96.	I have a strong will to power	1	2	3	4	5	6	7
97.	I like to take responsibility for making decisions	1	2	3	4	5	6	7
98.	I can read people like a book	1	2	3	4	5	6	7
99.	I see myself as a good leader	1	2	3	4	5	6	7
100.	I insist on getting the respect that is due me	1	2	3	4	5	6	7
101.	I always know what I am doing	1	2	3	4	5	6	7
102.	I am going to be a great person	1	2	3	4	5	6	7

103.	Everybody likes to hear my stories	1	2	3	4	5	6	7
104.	I rarely depend on anyone else to get things done	1	2	3	4	5	6	7

Demographics

105. Age: _____

106. Major: _____

107. Cumulative GPA at SMU: _____

108. Year in University (circle):

1st Year 2nd Year 3rd Year 4th Year 5th Year Post-Graduation

109. Gender (circle): Male Female

110. Racial/Ethnic group(s) (circle as many as apply):

Black Asian White Hispanic Native (First Nations)

Other (please specify): _____

Appendix B

PT/EC Prime

You are here today to apply for the position of camp coordinator with the Saint Mary's University Camp of Champions. The position of camp coordinator is part of a job share program; therefore you will be completing the applicant tests with two other individuals.

As part of the interview process you and your group will be asked to complete an in basket task. The researcher will give each group a package containing the tasks once everyone has read their instructions. Each package contains a company profile, a camper enrollment form, task instructions and response sheets, and scrap paper. There are 4 tasks in total. **You may complete the tasks in any order.** It is up to you and your group to decide how you will complete each task; however, **you *must* work on each task as a group.** The researchers will be observing everyone's participation and contribution to each task. If you chose to use the scrap paper be sure to write all your answers on the appropriate forms as these will be the only papers marked at the end.

Once your group has completed the tasks please raise you hand. The researchers will collect your materials and have you complete a brief follow up questionnaire. Once everyone has finished the questionnaire performance scores and tickets entries will be announced.

Read this section carefully

In the box below you will find a *confidential* tip that gives you information on how you can do well on the tasks. (Refer back to this tip as needed)

In preparing for the in-basket and during the in-basket, take the perspective of your group members. Try to understand what they are *thinking* and *feeling*, how they may be *perceiving* and *understanding* the tasks for the job of camp coordinator, and what *emotions* they may be experiencing in working through the tasks. Try to imagine what you would be *thinking* and how you would be *feeling* if you were in their position.

You have **45 minutes to complete the tasks as a group**, however, if you complete the tasks in **35 minutes or less**, at a **passable** level, you and each member of your group will receive an **extra entry** into the draw.

Check your understanding

In the box above we gave you a tip to help you do well on the tasks. This tip told you to focus on:

PT Prime

You are here today to apply for the position of camp coordinator with the Saint Mary's University Camp of Champions. The position of camp coordinator is part of a job share program; therefore you will be completing the applicant tests with two other individuals.

As part of the interview process you and your group will be asked to complete an in basket task. The researcher will give each group a package containing the tasks once everyone has read their instructions. Each package contains a company profile, a camper enrollment form, task instructions and response sheets, and scrap paper. There are 4 tasks in total. **You may complete the tasks in any order.** It is up to you and your group to decide how you will complete each task; however, **you *must* work on each task as a group.** The researchers will be observing everyone's participation and contribution to each task. If you chose to use the scrap paper be sure to write all your answers on the appropriate forms as these will be the only papers marked at the end.

Once your group has completed the tasks please raise you hand. The researchers will collect your materials and have you complete a brief follow up questionnaire. Once everyone has finished the questionnaire performance scores and tickets entries will be announced.

Read this section carefully

In the box below you will find a *confidential* tip that gives you information on how you can do well on the tasks. (Refer back to this tip as needed)

In preparing for the in-basket and during the in-basket, take the perspective of your group members. Try to understand what they are *thinking*, and how they may be *perceiving* and *understanding* the tasks for the job of camp coordinator. Try to imagine what you would be *thinking* in their position.

You have **45 minutes to complete the tasks as a group**, however, if you complete the tasks in **35 minutes or less**, at a **passable** level, you and each member of your group will receive an **extra entry** into the draw.

Check your understanding

In the box above we gave you a tip to help you do well on the tasks. This tip told you to focus on:

EC Prime

You are here today to apply for the position of camp coordinator with the Saint Mary's University Camp of Champions. The position of camp coordinator is part of a job share program; therefore you will be completing the applicant tests with two other individuals.

As part of the interview process you and your group will be asked to complete an in basket task. The researcher will give each group a package containing the tasks once everyone has read their instructions. Each package contains a company profile, a camper enrollment form, task instructions and response sheets, and scrap paper. There are 4 tasks in total. **You may complete the tasks in any order.** It is up to you and your group to decide how you will complete each task; however, **you *must* work on each task as a group.** The researchers will be observing everyone's participation and contribution to each task. If you chose to use the scrap paper be sure to write all your answers on the appropriate forms as these will be the only papers marked at the end.

Once your group has completed the tasks please raise you hand. The researchers will collect your materials and have you complete a brief follow up questionnaire. Once everyone has finished the questionnaire performance scores and tickets entries will be announced.

Read this section carefully

In the box below you will find a *confidential* tip that gives you information on how you can do well on the tasks. (Refer back to this tip as needed)

In preparing for the in-basket and during the in-basket, take the perspective of your group members. Try to understand what they are *feeling*, what *emotions* they may be experiencing in working through the tasks for the job of camp coordinator. Try to imagine what you would be *feeling* in their position.

You have **45 minutes to complete the tasks as a group**, however, if you complete the tasks in **35 minutes or less**, at a **passable** level, you and each member of your group will receive an **extra entry** into the draw.

Check your understanding

In the box above we gave you a tip to help you do well on the tasks. This tip told you to focus on:

Self-focus Prime

You are here today to apply for the position of camp coordinator with the Saint Mary's University Camp of Champions. The position of camp coordinator is part of a job share program; therefore you will be completing the applicant tests with two other individuals.

As part of the interview process you and your group will be asked to complete an in basket task. The researcher will give each group a package containing the tasks once everyone has read their instructions. Each package contains a company profile, a camper enrollment form, task instructions and response sheets, and scrap paper. There are 4 tasks in total. **You may complete the tasks in any order.** It is up to you and your group to decide how you will complete each task; however, **you *must* work on each task as a group.** The researchers will be observing everyone's participation and contribution to each task. If you chose to use the scrap paper be sure to write all your answers on the appropriate forms as these will be the only papers marked at the end.

Once your group has completed the tasks please raise you hand. The researchers will collect your materials and have you complete a brief follow up questionnaire. Once everyone has finished the questionnaire performance scores and tickets entries will be announced.

Read this section carefully

In the box below you will find a *confidential* tip that gives you information on how you can do well on the tasks. (Refer back to this tip as needed)

In preparing for the in-basket and during the in-basket, take the exercise seriously. Think about what it would be like if you really were applying for the job of camp coordinator. Think about what it would be like to be that person. Imagine what it would feel like to be in that position.

You have **45 minutes to complete the tasks as a group**, however, if you complete the tasks in **35 minutes or less**, at a **passable** level, you and each member of your group will receive an **extra entry** into the draw.

Check your understanding

In the box above we gave you a tip to help you do well on the tasks. This tip told you to focus on:

No Instruction

You are here today to apply for the position of camp coordinator with the Saint Mary's University Camp of Champions. The position of camp coordinator is part of a job share program; therefore you will be completing the applicant tests with two other individuals.

As part of the interview process you and your group will be asked to complete an in basket task. The researcher will give each group a package containing the tasks once everyone has read their instructions. Each package contains a company profile, a camper enrollment form, task instructions and response sheets, and scrap paper. There are 4 tasks in total. **You may complete the tasks in any order.** It is up to you and your group to decide how you will complete each task; however, **you must work on each task as a group.** The researchers will be observing everyone's participation and contribution to each task. If you chose to use the scrap paper be sure to write all your answers on the appropriate forms as these will be the only papers marked at the end.

Once your group has completed the tasks please raise you hand. The researchers will collect your materials and have you complete a brief follow up questionnaire. Once everyone has finished the questionnaire performance scores and tickets entries will be announced.

You have **45 minutes to complete the tasks as a group**, however, if you complete the tasks in **35 minutes or less**, at a **passable** level, you and each member of your group will receive an **extra entry** into the draw.

Check your understanding

In the paragraph above we told you which position you are applying for. The position you are applying for is:

Appendix C

Saint Mary's Camp of Champions: Applicant Selection Test

IMPORTANT FIRST STEP: WRITE YOUR STUDY CODES HERE

**Remember your participant codes for this exercise
consist of three letters and four digits.**

____ Middle Initial ____ Street: first two letters ____ Birth ____ Day ____ Birth ____ Month

____ Middle Initial ____ Street: first two letters ____ Birth ____ Day ____ Birth ____ Month

____ Middle Initial ____ Street: first two letters ____ Birth ____ Day ____ Birth ____ Month

GROUP NAME: _____



Saint Mary's Camp of Champions: Profile

The Saint Mary's University Camp of Champions is an annual summer camp supporting youth athleticism. Varsity athletes come together each summer to coach a variety of sports for kids ranging in age from 5 to 16. The camps are constructed to teach the fundamental skills of the sport and to give children an opportunity to learn the importance of team work.

Camps are held over the summer months in and around Saint Mary's University's top-notch recreational facilities, giving youth the chance to practice their skills in a professional atmosphere. Currently, Saint Mary's provides summer camps for boys and girls basketball and hockey, girls volleyball, co-ed soccer, and football. Proceeds from the camps go to assist in paying education related costs for the varsity athletes who take an active coaching role. As well, funds may also be allocated to support local humanitarian initiatives. It is this kind of positive, community-first attitude that permeates the Camp of Champions.

The Camp of Champions serves a large number of Halifax area youth. In 2008 the varsity football department alone instructed 123 kids how to throw, catch, and kick their way to football glory. A total of 16 varsity football players, as well as coaches and staff, instructed kids on how to play every position on the field as well as practice their new skills in a scrimmage.

Overall, the Camp of Champions is a learning experience for Halifax area kids who get the chance to learn from local heroes of Atlantic University Sport, as well as for those same instructors who get the opportunity to pass on their skills and experiences to the next generation of Nova Scotian athletes.

Camp Enrolment Form

Childs Name	Coach(s)	Camp Dates & Times
Micro Intro to Soccer (under 6)		
Emma Stevenson	Leslie Brooks	Tuesday July 21 st & Thursday July 23 rd Half Day (9am – noon)
Kyle Ferguson		
Adam MacDonald		
Chan Li		
Bethany Smithers		
Derek Sangster		
Sarah Stewart		
Kelly Leblanc		
Total: 8		
Mini Fun and Skills Soccer (under 8)		
Kate Dupont	Cory Morris	Tuesday July 21 st & Thursday July 23 rd Half Day (9am – noon)
Steven Baker		
Hasim Shariff		
Nicole McNielly		
Nick Shaw		
Robert O’Rielly		
Total: 6		
Mini Fun and Skills Soccer (under 10)		
Lisa Rodriguez	Stacey French	Monday July 20 th , Wednesday July 22 th & Friday July 24 th Half Day (9am – noon)
Richard MacPhee		
Michael Saunderson		
Haniff Shiek		
Sonya Williams		
Abby Kyte		
Logan Mercer		
Sophie LeFort		
Total: 8		
Jr. Academy Soccer (under 12)		
Lilly Wright	Danielle Peterson	Monday July 20 th , & Wednesday July 22 th
Sylvana Colley		
Cory Horne		
John Dawe		
Dave Duchesne		
Brendon McCarthy		

Rebecca Smith	Chris Bellefontaine	Full Day (9am – 4pm)
Madeline DuPont		
Hunter LeBlanc		
Noah Marshall		
Total:10		
Academy Soccer (under 14)		
Chen Liu		
Owen Murphy	Max Fitzgerald	Tuesday July 21 st & Thursday July 23 rd Full Day (9am – 4pm)
Myna Cormier		
Jasmin Brooks		
Calvin Simms		
Kira Hudson		
Mathew Scoffield	John Reynolds	
Jahmal Aouad		
Reena Myers		
Total:9		
Academy Soccer (under 16)		
Akil Bekhazi		
Alysia Myatt	Jessica Ratchlus	Tuesday July 21 st & Thursday July 23 rd Full Day (9am – 4pm)
Jasmine Maillett		
Tim Sangster		
Stephanie Hughes		
James Wallace	Jacob Cullen	
Fatima Kartel		
Shantay Williams		
William Jefferson		
Total:9		
Non-Contact Football (Ages 6 – 10)		
Alex Mason		
Warren Stotland	Nick Pyke	Monday July 20 th , Wednesday July 22 th & Friday July 24 th Full Day (9am – 4pm)
Andrew Crowe		
Gamal Sas		
Jeffry McLaughlin		
Daniel Harper		
Evan Dexter		
Tristan Millett	Krista Stevens	
Ryan Maynard		
Kevin Hammond		
Jerry Gammon		
Total:11		
Contact Football (Ages 8 – 15)		

Rafiq Toader	Zeth Steer	Monday July 20 th , Wednesday July 22 th & Friday July 24 th Full Day (9am – 4pm)
Kurtis Pitt		
Jamason Jenkins		
Mark O'Neil		
Jacob Walker		
Kareem Tejpar	Becky Graham	
Jerred Dunn		
Mitch Bloom		
Jason Ellis		
Frankie Bourgeois		
Total:10		
Track (Ages 12 – 16)		
Patrick Murry	Ryan Doherty	Tuesday July 21 st and Thursday July 23 rd Full Day (9am – 4pm)
Samatha Donohoe		
Kristy Florko		
Lynne Meagher		
Total: 4		

[Scheduling Task]

The Camp of Champions provides youth with the experience of practicing and improving their skills under the supervision of varsity athletes at top-notch recreational facilities.

As camp coordinators it is your job to schedule field time according to camp dates.

Please use the attached field schedule to allocate field time for each sport and age group. Please note the **dates** and **times** the camp is in session, as some of our younger campers only attend half days. Details pertaining to camp dates and times can be found on the **enrolment form**.

Where there is overlap you may need to double book sporting events (e.g. academy and junior soccer) to ensure adequate field time for everyone. However please ensure **no more than 20** students are on the field at once (Note: this does not include campers enrolled in track). Many of our drills and practice workshops do not require the full use of the field facilitating this process.

Furthermore, all **full day** sports require students to complete off field activities (e.g. work out time in gym) but please ensure they get **at least two** hours of field time per scheduled day. All part day sports should receive full field time (i.e. 2 hours).

Each drill runs for approximately one hour. Therefore when scheduling, do so on an hourly basis.



Field Schedule (July 20 – 25)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Morning warm-up	Morning warm-up	Morning warm-up	Morning warm-up	Morning warm-up
9:30					
10:00					
10:30	BREAK	BREAK	BREAK	BREAK	BREAK
11:00					
11:30					
12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30					
1:00					
1:30					
2:00					
2:30	BREAK	BREAK	BREAK	BREAK	BREAK
3:00					
3:30					
4:00	END OF DAY	END OF DAY	END OF DAY	END OF DAY	END OF DAY

[Budgeting Task]

Every year the Camp of Champions holds an end of summer BBQ Bash. All campers who participated in sport throughout the summer along with coaches and staff are invited to attend.

As camp coordinators it is your responsibility to plan and host this end of season BBQ. Please see the attached Aramark Food list for food and beverage options and pricing. Be sure to fill out this form and indicate total costs at the bottom. Through our university affiliations we are able to enjoy a 15% discount off catering services provided by Aramark, however, order form listings are shown at regular price. Therefore, be sure to deduct 15% from the total.

The budget for this event is \$450.00. You will need to estimate food costs based on the number of guests. Please use the attached enrolment form to estimate how many people will be attending. When ordering dishes please order at least two different side dishes and be sure to consider dietary differences (e.g. vegetarian's) Furthermore, you will need to allocate approximately \$75.00 for napkins, disposable plates, utensils, and cups.

In the past this has been a very popular event with high attendance. We look forward to hosting the BBQ Bash each year and take great pride in celebrating youth athleticism and teamwork.





Food Options	Cost	Quantity requested
Hamburgers (25 to a case)	\$40.00 per case	
Veggie Burgers (25 to a case)	\$50.00 per case	
Hotdogs (50 to a case)	\$35.00 per case	
Grilled Chicken Breasts (20 to a case)	\$50.00 per case	
Garden Salad (one dish feeds approx. 20)	\$15.00 per dish	
Pasta Salad (one dish feeds approx. 20)	\$10.00 per dish	
Ceasar Salad (one dish feeds approx. 20)	\$12.00 per dish	
Potato Salad (one dish feeds approx. 20)	\$10.00 per dish	
Dessert Options	Cost	Quantity requested
Ice cream bars (10 to a case)	\$15.00 per case	
Popsicles (15 to a case)	\$10.00 per case	
Freezies (25 to a case)	\$10.00 per case	
Beverage Options	Cost	Quantity requested
Soft drinks (16 cans per case)	\$10.00 per case	
Bottled Water (12 bottles per case)	\$10.00 per case	
Lemonade (12 bottles per case)	\$15.00 per case	
Ice Tea (12 bottles per case)	\$15.00 per case	
Expected # of attendees:		
Total Cost:		

[Conflict Resolution Task]

Although certain sports require contact among players the Camp of Champions in no way promotes or encourages violence. There is a strict no violence policy that states any camper caught being overly aggressive on or off the field will not be allowed to participate and will be expelled from the camp. This is important for the protection of all campers and staff. It is important to note however, that it is at the discretion of coaches and camp coordinators to determine what qualifies as overly aggressive behaviour.

Students expelled for violence related issues must forfeit all registration fees and payments. Although we make our policies clear to the kids at the beginning of camp we have still encountered several incidents over the years. As camp coordinators it is your responsibility to deal with all disciplinary issues brought forth by staff.

Instructions: Read the following scenario and complete the tasks below.

Reports have come forward that Mathew Scoffield in contact football has been physically aggressive towards Owen Murphy who is on the same team.

Coaches have spoken to both of the campers separately but both deny any violence, aggression, or bullying. Despite both campers denial sightings of bullying have been reported by other team players.

Neither coaches nor staff have yet to witness any verbal or physical abuse between the two players although they suspect something may be going on. Mathew has been spoken to several times on the field for playing too aggressively and intimidating other players. As a result the camper has been benched repeatedly and therefore, missed several practice drills.

As of this morning the Mathew's father has contacted one of the coaches extremely upset that his child has missed field time. In his opinion contact football is an aggressive sport and campers should not be punished for playing aggressively. He demands that his child be allowed to participate or he wants his registration fees refunded.

Tasks:

- 1) Identify and list the main issues (point form is fine)
- 2) In **two or three paragraphs** please describe how you would handle the situation described above. Be sure to include in detail what disciplinary actions you would or wouldn't take as camp coordinators and why.

Please write your responses on the **disciplinary form**.

Disciplinary Form

Please fill out this form in full detail. It will go on file as a reference incase of future incidents.

Camper(s) Involved:

Briefly summarize the issue(s): (point form is fine)

How have you chosen to handle the situation? Please explain in detail below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[Creativity Task]

In order to promote the camp and increase annual registration we take advantage of several media outlets. One which tends to reach a broad audience is radio advertising. Therefore, every spring we create a 25 second radio ad. It is your job as camp coordinators to create this ad which will be broadcasted on 101.3 The Bounce.

The ad should appeal to both parents and youth so please include elements which will engage both parties. It is up to your group to choose which information to include in the ad (e.g. types of sports, etc.) but please be sure to highlight at least 3 main aspects of the camp.

You may use all the materials you have as information resources when writing the ad (e.g. company profile).

Profanity is not permitted. Under **NO** circumstances should you use offensive wording. We wish to convey only a positive image of the camp.



Radio Ad

Use the space below to write your ad.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Quality Scoring Key

Scheduling Task	
Were sport teams scheduled in the appropriate days?	Yes / No
Did part-time campers receive full field time (i.e. 2 hours)?	Yes / No
Did full-time campers receive at least 2 hours of field time per day?	Yes / No
Was scheduling done on an hourly basis?	Yes / No
Were there always 20 students or less on the field at one time (except for track campers)?	Yes / No
Score (4 yeses constitutes a pass)	Passable/ Not passable
Budgeting Task	
Did they allot \$75.00 for utensils?	Yes / No
Did they come in on budget?	Yes / No
Did they deduct the %15 discount?	Yes / No
Did they correctly estimate the expected # of guests?	Yes / No
Did they accommodate vegetarian guests?	Yes / No
Did they order at least two different side dishes?	Yes / No
Score (5 yeses constitutes a pass)	Passable/ Not passable
Problem Solving Task	
Did they identify at least the two main issues (i.e. potential bullying and upset father due to lost field time for aggression and intimidation)?	Yes / No
Was their explanation an appropriate length (i.e. 2 – 3 paragraphs)?	Yes / No
Did they come up with a reasonable solution based on the violence policy and known events (as described in the scenario)?	Yes / No
Did they describe why they chose the solution that they chose?	Yes / No
Score (finding a reasonable solution and 2 other yeses constitutes a pass)	Passable/ Not passable

Creativity Task	
Is the ad 25 seconds in length?	Yes / No
Did they mention at least 3 specific aspects about the camp (e.g. age ranges, types of sports, varsity athlete coaches)?	Yes / No
Does the ad appeal to both parents and youth?	Yes / No
Note: The use of offensive wording will result in an automatic fail.	
Score (3 yeses constitutes a pass)	Passable/ Not passable
Total Number of Passed Tasks	/4
Time to Completion	_____ mins

GROUP NAME: _____

Appendix D

Group Performance Study

Session #2

Kate Calnan & Dr. Debra Gilin Oore

**Department of Psychology
Saint Mary's University
Halifax, NS**

IMPORTANT FIRST STEP: WRITE YOUR STUDY CODE HERE

**Remember your participant code for this exercise
consists of three letters and four digits.**

Middle Initial

Street: first two letters

Birth Day

Birth Month

Group Name: _____

JEHN'S (1995) INTRAGROUP CONFLICT SCALES

Please respond to the following statements using the rating scale below by circling the appropriate number next to each statement. Read each statement carefully and note that there are no right or wrong answers. Circle **only one** response for each statement.

None at all		Somewhat		A lot
1	2	3	4	5

1.	To what extent were there differences of opinion in your group?	1	2	3	4	5
2.	How much were personality conflicts evident in your group?	1	2	3	4	5
3.	How often did people in your group disagree about opinions regarding the work being done?	1	2	3	4	5
4.	How much tension was there among members in your group?	1	2	3	4	5
5.	How frequently were there conflicts about ideas in your group?	1	2	3	4	5
6.	How much conflict about the work you did was there in your group?	1	2	3	4	5
7.	How much friction was there among members in your group?	1	2	3	4	5
8.	How much emotional conflict was there among members in your group?	1	2	3	4	5

COGNITIVE ENGAGEMENT

Please respond to the following statements using the rating scale below by circling the appropriate number next to each statement. Read each statement carefully and note that there are no right or wrong answers. Circle **only one** response for each statement.

Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

9.	I thought about whose idea would yield better results.	1	2	3	4	5	6	7
10.	I was focused on getting the tasks done.	1	2	3	4	5	6	7
11.	I did not take disagreement personally.	1	2	3	4	5	6	7
12.	I looked at everything rationally.	1	2	3	4	5	6	7
13.	I analyzed the best approach to the task.	1	2	3	4	5	6	7
14.	I ignored negative feelings that I had.	1	2	3	4	5	6	7
15.	When disagreements came up I saw them as just a problem to solve.	1	2	3	4	5	6	7

EMOTIONAL REACTIVITY

Please respond to the following statements using the rating scale below by circling the appropriate number next to each statement. Read each statement carefully and note that there are no right or wrong answers. Circle **only one** response for each statement.

Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

When working on the tasks...		1	2	3	4	5	6	7
16.	I felt the group was against me personally.	1	2	3	4	5	6	7
17.	I felt embarrassed.	1	2	3	4	5	6	7
18.	I felt angry.	1	2	3	4	5	6	7
19.	I felt irritated.	1	2	3	4	5	6	7
20.	I felt criticized.	1	2	3	4	5	6	7
21.	I felt upset.	1	2	3	4	5	6	7
22.	I felt frustrated.	1	2	3	4	5	6	7

LIKING

Please respond to the following statements using the rating scale below by circling the appropriate number next to each statement. Read each statement carefully and note that there are no right or wrong answers. Circle **only one** response for each statement.

Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1.	I think that my group members are well adjusted.	1	2	3	4	5	6	7
2.	In my opinion, the other group members are exceptionally mature people.	1	2	3	4	5	6	7
3.	Most people would react favourably to the other members of the group after a brief acquaintance.	1	2	3	4	5	6	7
4.	I think that the other members of the group are the type of people who quickly win respect.	1	2	3	4	5	6	7
5.	The other participants are the sorts of people whom I myself would like to be.	1	2	3	4	5	6	7

SATISFACTION

Please respond to the following statements using the rating scale below by circling the appropriate number next to each statement. Read each statement carefully and note that there are no right or wrong answers. Circle only one response for each statement.

None at all		Somewhat		Very satisfied
1	2	3	4	5

28.	How satisfied were you with your groups' performance?	1	2	3	4	5
29.	How satisfied were you with your group members' participation?	1	2	3	4	5
30.	How satisfied were you with the quality of work your group completed?	1	2	3	4	5
31.	Overall, how satisfied were you with your group?	1	2	3	4	5

MANIPULATION CHECKS/STATE PT AND EC

Please respond to the following statements using the rating scale below by circling the appropriate number next to each statement. Read each statement carefully and note that there are no right or wrong answers. Circle **only one** response for each statement.

Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

32.	During the in-basket I was able to understand what my group members were thinking	1	2	3	4	5	6	7
33.	Throughout the tasks I imagined what I would be thinking if I were in my group members positions.	1	2	3	4	5	6	7
34.	During the in-basket I was able to understand how my groups members were viewing the tasks.	1	2	3	4	5	6	7
35.	During the in-basket I was able to understand what my group members were feeling.	1	2	3	4	5	6	7
36.	Throughout the tasks I imagined how I would be feeling if I were in my group members' positions.	1	2	3	4	5	6	7
37.	During the in-basket I was able to understand the emotions my group members were feeling.	1	2	3	4	5	6	7
38.	In preparing for the in-basket and during the in-basket I was able to imagine what it would be like if I were actually applying for the job of camp coordinator.	1	2	3	4	5	6	7
39.	I went about the tasks as if I were actually applying for the job of camp coordinator.	1	2	3	4	5	6	7
40.	I was very focused on my role throughout the in-basket.	1	2	3	4	5	6	7



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